



**St Joseph's College**  
AGITE QUAE DIDICISTIS



**VCE and VCE Vocational Major (VCE VM)  
Handbook**

**2027**

# Principal's Introduction

To the Senior School Students of St Joseph's College,

There are various times in our lives when we have the opportunity to stop and reflect on our direction and pathways. Preparing to enter the post-compulsory years of education is a time to think about your talents, interests and abilities across a wide range of areas.

It is important to move towards understanding the type of future you imagine for yourselves. Keep your options open as what you think you may want to do today may be very different from what you want to do in the future. The world of work is rapidly changing, and the sorts of skills you will need in ten-or twenty-years' time may be somewhat different from today.

Whatever you decide to do, always remember that the quality of your relationships is central to a meaningful life – be true to yourself, work hard, pursue your dreams with courage and be kind to each other.

I encourage you to take every opportunity to seek advice and guidance from your teachers and the staff who have special responsibilities to assist you with your program and subject choices. Mrs Egan, Director of RTO and Pathways, is available to you for careers counselling so please take this up.

If I can assist you in any way, please don't hesitate to contact me.

“May your choices reflect your hopes not your fears.” Nelson Mandela



**Cathy Livingston**  
Principal



# Victorian Certificate of Education (VCE)

The VCE is a two-year certificate for Years 11 and 12 made up of semester-length units of study.

There are many studies available from which to select a program in the VCE. In addition to these studies, students may choose to include Vocational Education and Training (VET) programs or University Enhancement Studies in their completion of the VCE.

Each VCE Study is made up of four units of work. Students may begin most studies at Unit 1, 2 or 3.

Units are at two levels:

- Units 1 and 2, which are the equivalent of Year 11. Students may choose to study one or preferably both units of a study at this level.
- Units 3 and 4, which are the equivalent of Year 12. Students must study both units of a study as a sequence at this level.

**Note:** Admission to the VCE is dependent on the successful completion of Year 10 in (see '*Year 11 Enrolment Requirements*' below).

## Satisfactory Completion of the VCE

Over the two VCE years, most students will complete a total of twenty-three units from a range of different VCE studies, including a VCE VET study or University Enhancement study.

Some of these units will be compulsory but most will be selected in accordance with the student's interests, abilities and career requirements.

Each student must undertake four units from the English Group. At least three of these units (including a satisfactory Unit 3 and 4 sequence) must be satisfactorily completed in order to qualify for the VCE.

The individual student, in consultation with staff and parents, will decide upon the remaining units. Students should select a program that includes units that meet the above requirements, as well as other units that are appropriate to students' interests, abilities and aspirations for tertiary study, training and employment.

Year 11 students will select six Unit 1 and 2 sequences (including English or English Language) which may lead directly to the corresponding Unit 3 and 4 sequences, as well as a single unit of Religious Education which will be taught across both semesters.



# VCE Vocational Major

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

The VCE VM 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.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units (across Year 11 and 12), including a minimum of:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence).
- 2 VCE VM Numeracy or VCE Mathematics units (most students will complete 4 units).
- 2 VCE VM Work Related Skills units (most students will complete 4 units).
- 2 VCE VM Personal Development Skills units.
- 2 VET credits at Certificate II level or above (180 nominal hours).

Students must also complete a minimum of three other Unit 3–4 sequences as part of their program.

In addition, VCE VM students participate in the College's Religious Education and Faith Development program.

Any students applying for VCE VM will be required to participate in an interview as part of their VCE VM application.

**Note:** Admission to the VCE VM is dependent on the successful completion of Year 10 (see 'Year 11 Enrolment Requirements' below).



# Vocational Education and Training (VET)

Vocational Education and Training (VET) combines VCE or VCE Vocational Major (VCE VM) studies with vocational training and experience in the workplace.

Students interested in a vocational VCE where they undertake training in a specific vocational area such as agriculture, business, hospitality or multimedia may find a VCE VET course an appropriate inclusion in their VCE program. The VET program is a nationally recognised training qualification and can be integrated into a VCE course.

## **A VCE VET program can provide students with:**

- an opportunity to learn in the workplace.
- credit in the VCE Units 1 to 4.
- enhanced employment opportunities.
- a VET qualification recognised throughout Australia.
- completion of Units 1 to 4 will accredit the student with a Certificate II qualification.

Some VCE VET programs also include a Study Score component. In these programs students will sit end of year VCAA Examinations and receive a Study Score as they do for their other VCE studies.

While a VET enrolment is optional for those taking on the VCE, VCE VM students must have two VET enrolments as part of their program to satisfy qualification for the VCE VM. One of these two VET studies includes VET Certificate II Business, a compulsory study undertaken by all VCE VM students within the scheduled curriculum offered by the school. The other VET study is selected by the student based on their pathway choice.

At St Joseph's College students are able to undertake a number of different VCE VET units at the College, schools in the area or TAFE Institutions. These VCE VET units may range from a half-day to a whole day a week for a duration of two years.

As these courses occur outside the general curriculum offered at St Joseph's College, additional costs are involved for students wishing to undertake these programs.

Admission into the VCE VET program is by application, and students wishing to undertake a VCE VET unit should see Mrs Vivienne Egan, Director of RTO and Pathways for further details and enrolment information.

# Choosing a VCE course of study



The *VCE and VCE Vocational Major (VCE VM) Course Selection Handbook 2027* provides comprehensive information on each of the VCE Units offered by the College. In selecting the required twenty-three Units of Study the students intend to undertake over the two years of their VCE, students should consider each of the following:

- the information contained in the handbook.
- chosen career paths.
- their own achievement standard and interest in a particular subject area.
- the required prerequisites for tertiary studies.

In selecting a VCE program, students should be aware of the compulsory studies in VCE: English Units 1 to 4 and Religious Education – these should be selected by each student. In Year 12, students are able to choose between fully credited VCE Religious Education Units or school-based Religious Education.

The Pathways Centre is a valuable resource when deciding on a course of study. The Director of RTO and Pathways is able to assist with determining the prerequisite requirements of tertiary courses, which should be seriously considered when selecting the VCE course of study best suitable to the student. Any relevant tertiary prerequisites should be included in the student's VCE program, as long as they are within the scope of the student's demonstrated achievement standards, and it is advisable that these are the first units chosen.

Students should consider the sample VCE programs in the following section of the Handbook when completing their VCE program as they may provide suggestions of possible programs and how they relate to certain career paths. Blank planning charts are provided for in the Appendix of this handbook to assist with constructing a VCE program.

Once again, when designing a VCE program, students should keep in mind their academic strengths and interests, their intended career paths and how subjects relate to those and the advice of others, including industry representatives, College staff and their parents.

**Andrew Cooper**  
**Deputy Principal (Learning)**

# Sample VCE programs

When selecting a VCE program students should consider:

- interests and likes.
- skills and abilities.
- possible career paths.
- prerequisites for Unit 3 and Unit 4 sequences and tertiary courses.
- academic results in related subjects.
- undertaking/continuing an Accelerated Study from Year 10.

The following sample programs are a guide only to the subjects required for each of the careers (including some examples of Accelerated Studies):

## Architecture and Industrial Design based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Physics 1 and 2	Physics 3 and 4
Visual Communication Design 1 and 2	Visual Communication Design 3 and 4
Art Creative Practice 1 and 2	Art Creative Practice 3 and 4
Product Design and Tech. 3 and 4	

## Art and Design based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Visual Communication Design 1 and 2	Visual Communication Design 3 and 4
Art Creative Practice 1 and 2	Art Creative Practice 3 and 4
Modern History 1 and 2	History: Revolutions 3 and 4
Media 3 and 4	

## Biological or Biomedical Science based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Biology 1 and 2	Biology 3 and 4
Chemistry 1 and 2	Chemistry 3 and 4
Physics 1 and 2	Physics 3 and 4
Geography 3 and 4	

### Building Design and Technology based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Visual Communication Design 1 and 2	Visual Communication Design 3 and 4
Product Design and Tech. 1 and 2	Product Design and Tech. 3 and 4
Systems Engineering 1 and 2	Systems Engineering 3 and 4
Geography 1 and 2	

*(Consideration should also be given to undertaking VET Building and Construction)*

### Commerce based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Economics 1 and 2	Economics 3 and 4
Accounting 1 and 2	Accounting 3 and 4
Business Management 1 and 2	Business Management 3 and 4
VCE VET ICT 1 and 2 Certificate III	

*(Mathematical Methods is often the preferred Mathematics study but tertiary options exist for students completing General Mathematics sequence)*

### Communication, Journalism and Professional Writing based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Modern History 1 and 2	History: Revolutions 3 and 4
English Language 1 and 2	English Language 3 and 4
Media 1 and 2	Media 3 and 4
Legal Studies 1 and 2	

### Engineering based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Specialist Mathematics 1 and 2	Specialist Mathematics 3 and 4
Physics 1 and 2	Physics 3 and 4
Chemistry 1 and 2	Chemistry 3 and 4
Systems Engineering 3 and 4	

*(Specialist Mathematics preferred but not a prerequisite for ALL engineering courses)*

### Health Sciences based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Biology 1 and 2	Biology 3 and 4
Chemistry 1 and 2	Chemistry 3 and 4
Physical Education 1 and 2	Physical Education 3 and 4
Health and Human Dev. 3 and 4	

*(There are many Tertiary options for Health-related courses that don't require Chemistry or M. Methods)*

### Hospitality based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Food Studies 1 and 2	Food Studies 3 and 4
Health and Human Dev. 1 and 2	Health and Human Dev. 3 and 4
Business Management 1 and 2	Business Management 3 and 4
Biology 1 and 2	

*(Consideration should also be given to undertaking VET Hospitality)*

### Humanities based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Legal Studies 1 and 2	Legal Studies 3 and 4
Geography 1 and 2	Geography 3 and 4
VCE VET Applied Language – Japanese Certificate III	Japanese 3 and 4
History: Revolutions 3 and 4	

### Information Technology based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
VCE VET ICT 1 and 2 Certificate III	VCE VET ICT 3 and 4 Certificate III
Systems Engineering 1 and 2	Systems Engineering 3 and 4
Business Management 1 and 2	Business Management 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Art Creative Practice 1 and 2	

### Language based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Italian 1 and 2	Italian 3 and 4
Literature 1 and 2	Literature 3 and 4
Modern History 1 and 2	History: Revolutions 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
VCE VET Applied Language – Japanese Certificate III	

### Law based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Mathematics Methods 1 and 2	Mathematics Methods 3 and 4
Legal Studies 1 and 2	Legal Studies 3 and 4
Modern History 1 and 2	History: Revolutions 3 and 4
Economics 1 and 2	Economics 3 and 4
Psychology 3 and 4	

### Media based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Media 1 and 2	Media 3 and 4
Theatre Studies 1 and 2	Theatre Studies 3 and 4
VCE VET ICT 1 and 2 Certificate III	VCE VET ICT 3 and 4 Certificate III
General Mathematics 1 and 2	General Mathematics 3 and 4
Visual Communication Design 1 and 2	

### Performing Arts based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Music Performance 1 and 2	Music Performance 3 and 4
Theatre Studies 1 and 2	Theatre Studies 3 and 4
Literature 1 and 2	Literature 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Physical Education 1 and 2	

### Physical Education/Sports based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Physical Education 1 and 2	Physical Education 3 and 4
Biology 1 and 2	Biology 3 and 4
Health and Human Dev. 1 and 2	Health and Human Dev. 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
VCE VET Sport and Rec. 1 and 2	

### Social and Community based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
General Mathematics 1 and 2	General Mathematics 3 and 4
Legal Studies 1 and 2	Legal Studies 3 and 4
Psychology 1 and 2	Psychology 3 and 4
Geography 1 and 2	Geography 3 and 4
Economics 1 and 2	

### Visual Arts based program

YEAR 11 2027	YEAR 12 2028
English 1 and 2	English 3 and 4
Art Creative Practice 1 and 2	Art Creative Practice 3 and 4
Visual Communication Design 1 and 2	Visual Communication Design 3 and 4
Business Management 1 and 2	Business Management 3 and 4
Modern History 1 and 2	History: Revolutions 3 and 4
General Mathematics 1 and 2	



# Year 11 Enrolment Requirements

## **Satisfactory Completion of Year 10 in order to move to Year 11 VCE or the VCE VM**

To satisfactorily complete Year 10, a student must:

- demonstrate an appropriate level of achievement in his Year 10 studies, achieving 'C' or better in Religious Education, English and Mathematics.
- average at least a 'C' in all Year 10 units.

## **Year 11 Enrolment Requirements - VCE**

1. Demonstrate an appropriate level of achievement in Year 10 studies.
2. Selection of VCE Program:
  - All VCE studies (subjects) are divided into semester units, with each study a Unit 1 and 2 sequence of study.
  - Students select English and five other Unit 1 and 2 sequences (or four and one VCE VET study or a Unit 3 and 4 sequence as part of the Accelerated Studies Program). Additionally, students will need to select three reserve preferences.
  - Students will select one Unit of Religious Education – either Religion and Society 1 or Texts and Traditions 1 – to be taken across both semesters.

## **Accelerated Studies Program**

Year 11 students may undertake a Year 12 unit of study sequence (Unit 3 and 4) as part of the Accelerated Studies Program. Students who wish to apply for an Accelerated Study will need to demonstrate a high level of achievement in their Year 10 studies and have submitted a completed application form in a timely manner and have an interview with a member of the Senior School Academic Panel.

Students who do not maintain a B+ standard in their Accelerated Studies may be withdrawn from that study.

## **Year 11 Enrolment Requirements – VCE VM**

1. Satisfactory completion of Year 10 studies.
2. Application and successful interview with the VCE VM Admission Panel drawn from the Director of RTO and Pathways and the Senior School Leadership Team covering intended trade pathways, any arrangements already made in terms of work experience opportunities and the student's suitability to independent learning.
3. Selection of a VCE VM program, including:
  - Literacy, Numeracy, Work Related Skills, Personal Development Skills.
  - Participation in the Religious Education program of the College.
  - Work Placement.
  - At least two VET Studies (including Vet Certificate II in Small Business).



# Selecting a Year 11 Program

## Consider the Studies on Offer

When selecting their Year 11 VCE program, students should consider the following:

- *Does this subject match my abilities?*

Can you handle this subject? Have you done well at this subject in preceding years? Your reports will indicate your ability in this area and give an idea of how you might perform.

- *Am I interested in the subject?*

Do you like this subject? Do you look forward to going to the classes? Are you in 'flow' while working on this subject? Study at Year 11 level and beyond demands time, dedication and hard work. A basic requirement is a genuine interest in the subjects you select. If you are faced with a choice, it is recommended you choose the one you are more interested in.

- *Is this subject required for my future directions?*

Do you need this subject? It is important that you consider future directions when choosing subjects. You don't need to have a definite idea now of what you may wish to do in the future, however, by using information about courses related to possible careers, you might see what subjects are needed to keep your options open. Many tertiary courses have prerequisite VCE subjects, and you should be fully informed about what they may be.

## Selection Process

Students are required to study thirteen units in Year 11: one Religious Education Unit taken across both semesters of the school year and six Unit 1 and 2 sequences (including the compulsory English sequence).

Every student will have the opportunity to consult with a mentor during the time of subject selection and have subject choices checked by their mentor before final submission, considering stated ambition and demonstrated academic ability. All subject selections will be reviewed by the Senior School leadership team before finalisation and confirmation. Please note that in order for selection applications to be valid parents or guardians should authorise the student's selections by signing a printout of the selections.

## Confirmation of Choices

Once student selections have been processed, the timetable will be constructed according to student choices. There may be some clashes and limits upon class numbers arising from this process, or some classes may not proceed due to low subscriptions; in each of these cases, students will be awarded one of their reserve preferences.

Final confirmation of subject selections will occur only after Year 10 reports have been finalised and satisfactory completion of Year 10 has been established. Students whose reports indicate they have not met the minimum requirements for automatic promotion to the following year will be required to meet with the Senior School Academic Panel to discuss possible options. Likewise, students who have applied for Accelerated Studies or advanced subjects but whose reports have not demonstrated the required level of achievement will need to re-select (or will be allocated reserve Year 11 units).



# Selecting a Year 12 Program

When selecting a Year 12 program a number of factors need to be considered:

- The Year 11 program the student has completed – while not compulsory, it is recommended that VCE students undertake and complete Unit 1 – 4 sequences for subjects.
- The student's Year 11 performance – levels of ability in a particular subject area should be well known by now.
- Year 12 prerequisite subjects – most Unit 3 and 4 studies can be undertaken without having studied the Unit 1 and 2 sequence in that study although this is not ideal, however, some studies such as Mathematical Methods, Specialist Mathematics, English Language, Economics, Chemistry and Physics assume the skills and knowledge from the Year 11 course.
- Prerequisites for tertiary studies.

## **Satisfactory Completion of Year 11**

### **St Joseph's College Requirements**

Students must obtain a grade of 'C' or higher in Religious Education and English and average a 'C' in all other units to achieve automatic promotion to Year 12. Students must have also satisfactorily completed all units. Those students failing to achieve these results may be called to attend a School Academic Panel meeting to discuss their level of achievement during the semester.

### **VCCA Requirements**

For a student to be considered to have satisfactorily completed Year 11, he must have satisfactorily completed a Unit 1 and 2 English study sequence and a minimum of six other semester units. The student must also attend all classes, unless the absence has been authorised.



# Assessment at VCE

## **Satisfactory Completion of a Unit**

Satisfactory completion of a VCE unit depends upon the successful completion of each of the Outcomes that make up that unit. Each VCE unit has two to four Outcomes. Successful completion of the Outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit, including SACs and hurdle tasks.

If students complete the work requirements/outcomes set by VCAA and the school for the units they undertake, in ways that satisfy the description in the study design, then they will gain credit for the unit. They will be reported as 'S' (Satisfactory) or 'N' (Not Satisfactory). Students will gain credit on all units, which they have successfully completed, as outlined by VCAA in the relevant Study Design.

To be awarded the VCE, students must satisfactorily complete a minimum sixteen units including:

- At least three units for English (or English Language), including Units 3 and 4.
- At least three sequences of Unit 3 and 4 level units in studies other than English, that may include up to two VCE VET Unit 3 and 4 sequences.

## **INTERNAL ASSESSMENTS**

Units 1 and 2 will be school assessed only. St Joseph's College will use similar assessment methods as those used by VCAA for Units 3 and 4 to prepare the students for Year 12. The College's assessment grades will be used only for college reporting purposes and are not reported to the VCAA. Only satisfactory or not satisfactory completion of Units 1 and 2 studies is reported to the VCAA.

## **ASSESSMENT OF VCE UNITS 3 AND 4**

All studies will have both school assessment and examinations. There will be three assessments, including the final examination, reported as grades (A+ to UG) for each study which will form the basis for the calculation of the Study Score by the VCAA.

## **SCHOOL ASSESSED COURSEWORK (SAC) – UNIT 3 AND 4 ONLY**

School Assessed Coursework is made up of a number of assessment tasks that are specified in the relevant Study Design. These assessment tasks are used to assess the Unit learning outcomes.

## **SCHOOL ASSESSED TASK (SAT) – UNIT 3 AND 4 ONLY**

These are long-term projects and will be used in studies where products and models are assessed such as in the Arts and Technology.

## **EXTERNAL ASSESSMENTS - EXAMINATIONS**

### **UNIT 1 AND 2**

All students undertaking a VCE Unit 1 and 2 study will participate in examinations at the end of each Semester. As with level of performance results in Unit 1 and 2 assessments, the results of these examinations are not communicated to VCAA but used for college reporting purposes, and to support students in their progress.

### **UNIT 3 AND 4**

All subjects will have a written examination in October/November. Performance/oral examinations are held in October. Examination scores are the most important factor in the calculation of the Study Score.

The College also holds compulsory trial examinations for all Year 12 VCE students at midyear, September holidays and just prior to VCAA Examinations.

### **STUDY SCORES**

In Unit 3 and 4 studies, students achieve a Study Score that contributes directly to their ATAR upon the conclusion of their Unit 3 and 4 studies including the final examination. Students' overall achievements for each study will be calculated and reported as a Study Score on a scale of 0 to 50.

In order to qualify for a Study Score for a subject, a student must have satisfactorily completed both Units 3 and 4 in that subject.



# Tertiary Admission

Victoria's tertiary institutions have a joint selection system administered by the Victorian Tertiary Admissions Centre (VTAC).

The role of VTAC includes:

- publishing entry requirements for university and TAFE courses
- organising the application procedure
- receiving and processing applications
- forwarding the appropriate applications and accompanying information to relevant tertiary institutions
- making offers to prospective students on behalf of tertiary institutions

The VTAC website (<http://www.vtac.edu.au/>) is a resource that all senior secondary students should become familiar with. This site contains a comprehensive list of course advice and careers information.

VTAC also provides details of prerequisites for entry in each year. If students are even considering applying for courses requiring prerequisites, they must ensure that these prerequisites are included in their VCE program, after considering their ability in those subjects and taking advice from people such as the Head of Pathways.

Tertiary entrance is most typically determined by the ATAR (Australian Tertiary Admissions Rank), a rank compiled from the student's scores in English and their best three studies, as well as ten percent of up to two additional studies.

Some courses, such as those around the design and performance industries, will often require a folio, interview and/or audition in place of, or as well as, the ATAR. There may also be other requirements, which are outlined on the VTAC website or institution web pages.

# Where to find help

The following is a list of staff members who are able to assist you with any questions you may have regarding the VCE, VCE VM and/or VET.

## General enquires and questions about VCE and VCE VM course selection:

Andrew Cooper	Deputy Principal (Learning)	<a href="mailto:acooper@stjosephs.com.au">acooper@stjosephs.com.au</a>
Guido Piotti	Deputy Principal	<a href="mailto:gpiotti@stjosephs.com.au">gpiotti@stjosephs.com.au</a>
Liam O'Keefe	Deputy Principal (Students)	<a href="mailto:lokeefe@stjosephs.com.au">lokeefe@stjosephs.com.au</a>
Vivienne Egan	Director of RTO and Pathways	<a href="mailto:vegan@stjosephs.com.au">vegan@stjosephs.com.au</a>
Melissa Young	Head of Learning	<a href="mailto:myoung@stjosephs.com.au">myoung@stjosephs.com.au</a>
Stuart Cram	Year 12 Leader	<a href="mailto:scram@stjosephs.com.au">scram@stjosephs.com.au</a>
Adriana Velardo	Year 12 Learning Leader	<a href="mailto:avelardo@stjosephs.com.au">avelardo@stjosephs.com.au</a>
Lucy Brown	Year 11 Leader	<a href="mailto:lbrown@stjosephs.com.au">lbrown@stjosephs.com.au</a>
Claire Moody	Year 11 Learning Leader	<a href="mailto:cmoody@stjosephs.com.au">cmoody@stjosephs.com.au</a>
Jacqui Cooke	Year 10 Leader	<a href="mailto:jcooke@stjosephs.com.au">jcooke@stjosephs.com.au</a>
Carl Di Stefano	Year 10 Learning Leader	<a href="mailto:cdistefano@stjosephs.com.au">cdistefano@stjosephs.com.au</a>

## Subject specific enquiries:

Patrick van Dyk	Head of Religious Education and Service	<a href="mailto:pvandyk@stjosephs.com.au">pvandyk@stjosephs.com.au</a>
Siobhan Duffy	Arts Leader	<a href="mailto:sduffy@stjosephs.com.au">sduffy@stjosephs.com.au</a>
Emily Watchman	English Leader	<a href="mailto:ewatchman@stjosephs.com.au">ewatchman@stjosephs.com.au</a>
Dylan Price	Health and Physical Education Leader	<a href="mailto:dprice@stjosephs.com.au">dprice@stjosephs.com.au</a>
Ian Horsburgh	Humanities Leader	<a href="mailto:ihorsburgh@stjosephs.com.au">ihorsburgh@stjosephs.com.au</a>
Hannah Mole	Languages Leader	<a href="mailto:hmole@stjosephs.com.au">hmole@stjosephs.com.au</a>
Tom Fay	Year 10 – 12 Mathematics Leader	<a href="mailto:tfay@stjosephs.com.au">tfay@stjosephs.com.au</a>
Ranjith Dediwalage	Science Leader	<a href="mailto:rdediwalage@stjosephs.com.au">rdediwalage@stjosephs.com.au</a>
Sarah Buxton	Technology Leader	<a href="mailto:sbuxton@stjosephs.com.au">sbuxton@stjosephs.com.au</a>



# Religious Education

Year 11 and 12 VCE based Religious Education units available:

- **Religion and Society: Unit 1**
- **Religion and Society: Units 3 and 4**
- **Texts and Traditions: Unit 1**
- **Texts and Traditions: Units 3 and 4**

School-based Year 12 Religious Education:

- **Ethics**
- **Religion and the Arts**
- **The Philosophy of Me**

# RELIGIOUS EDUCATION

Throughout Years 7 - 12 the College offers a comprehensive Religious Education program that encompasses the beliefs and teachings of the Catholic Church. The College also offers rich liturgical experiences and the opportunity for students to reflect on what it is to be a Catholic in today's world.

For Year 12 students it is this latter experience that becomes paramount. It is important that young adults have the opportunity to reflect on their faith in an adult manner. To facilitate this experience students will participate in a wide range of activities that will affirm their beliefs and yet challenge them to reflect more deeply on their call to be men of faith.

## Religion and Society Unit 1

### Unit 1: The Role of Religion in Society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often-complex relationships that exist between individuals, groups, new ideas and religious traditions broadly, and in the Australian context.

## Texts and Traditions Unit 1

### Unit 1: Texts in Traditions

In this unit students examine the place of texts and their literary forms within a religious tradition. Storytelling is one of the major literary forms in religious traditions. Other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described. The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of them.

**Please note:** Year 11 students complete one VCE Religious Education unit across the whole year.

## Year 12 Religious Education

Year 12 students may choose from a school-based Religious Education program that runs across three periods a week which is not VCE assessed and does not contribute to the ATAR, or a VCAA assessed VCE study which is externally examined, generates a Study Score and contributes directly to the ATAR.

School-based Year 12 Religious Education options:

### Ethics

Ethics is a discipline that investigates morality. It involves reflection on what is 'right' and 'wrong' and 'good' and 'bad' mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. Value choices are fundamental to being human. Ethics is particularly concerned with the justification for moral choices - the argument and reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

### Religion and The Arts

The subject looks at a range of ways that beliefs are expressed and interpreted through the Arts. If you are a Performing Arts or Visual Arts student, and are undertaking either of these subjects in VCE, then it makes sense to consider choosing Religion and The Arts for your school based Religious Education program. This subject offers great opportunity to enhance your skills in the Arts and develop your folio of work.

### The Philosophy of Me

The Philosophy course explores areas of moral philosophy and how this is expressed in the modern world. Investigating knowledge and understanding through questions like What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems

### VCE Religious Education Units:

Students considering VCE Studies in Religion and Society Unit 3 and 4 or Texts and Traditions Units 3 and 4 should satisfy the following criteria in order to undertake the subject:

1. Students must achieve a 'B+' or higher in the Year 11 Religious Education subject they currently are completing.
2. Students must be recommended by their current teacher to be considered.

3. Students will be required to attend Mass once a fortnight with their year level, as scheduled.

Students will be entitled to a 5-period fortnightly study allowance per week for undertaking this subject within their VCE studies.

## **Religion and Society Units 3 and 4**

### **Unit 3: The Search for Meaning**

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this quest for meaning, various religious, philosophical, scientific, and ideological world views have been developed. Religion has developed answers in the form of 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 have also attempted to 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.

The beliefs of any religion are the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife. These beliefs together with their expressions through the other aspects form the distinctive identity of a religious tradition. In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Religious tradition/s or denomination/s are to be selected from one or more than one of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism.

### **Unit 4: Religion, Challenge and Change**

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in 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. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Religious traditions are in a constant state of development as members apply their talents and faith to extend the intellectual and aesthetic nature of the beliefs, of their expression and of the application to their lives. In the interaction of religious traditions and society there are also opportunities for development from significant challenges including the needs and insights of their membership, and of people and groups within wider society. These challenges and the religious tradition are influenced by broader contexts such as changing economic, political and social conditions. A challenge is a situation that stimulates a response from society and/or religious traditions.

Religious traditions take stances for or against challenges, or they take a stance of indifference. Consequently, actions are implemented which involve different aspects of the religious tradition. These actions may resist or embrace change and affect wider society and/or the religious tradition itself. A key aim beyond resolution of the challenge itself is for the religious tradition to retain integrity, authenticity and, ultimately, identity. However, the interaction between religious traditions and society may not always achieve these aims and there may be a series of interactions as a challenge is negotiated.

## **Texts and Traditions Units 3 and 4**

### **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 tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to 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.

The first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. The second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience. The traditions approved for study in Units 3 and 4 are Christianity, Islam and Judaism. Approval for the study of another tradition in Units 3 and 4 must be sought from the VCAA. Texts for Units 3 and 4 are prescribed annually by the VCAA. To facilitate close reading of the texts, the VCAA will also annually prescribe certain themes and passages for special study taken from the set texts. Students are expected to have a general knowledge of the chosen set text as outlined in the Study Design and a detailed knowledge of the themes and 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 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 ideas, beliefs or themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

### Where can Religious Education take me?

Religious Education, taken with other prerequisites, can lead to many careers, including the following:

- Education
- Pastoral Care
- Community Service
- Religious Life – Priest, Religious Sister, Religious Brother
- Social Work

### What other VCE subjects go well with Religious Education?

The following VCE studies complement Religious Education:

- History
- The Arts
- Literature
- Psychology

### More Information

#### Entry

Unit 1 and 2 Texts and Traditions is required for Unit 3 and 4 Texts and Traditions.

Students considering VCE Studies in **Religion and Society** Unit 3 /4 OR **Texts and Traditions** Unit 3 and 4 must meet the following criteria to be able to undertake the subject:

- Students must achieve a 'B+' or higher in their Year 11 Religious Education subject.

- Enrolment must be supported by the Year 11 teacher.

- Students will be required to attend Mass once a fortnight with their year level, as scheduled.

#### Additional Documentation

The Study Design for VCE **Religion and Society** or VCE **Texts and Traditions** outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Religion and Society and Texts and Traditions are not prerequisite for any tertiary course.



# The Arts

- **Theatre Studies**
- **Media**
- **Music**
- **Art Creative Practice**
- **Visual Communication Design**

# THEATRE STUDIES

Theatre as a form of cultural expression that is ever evolving and exists as entertainment, education, an agent for change, a representation of values and a window on society. Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills.

## Theatre Studies

### Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre. Students develop knowledge and skills about theatre production processes.

#### Areas of Study:

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance

### Unit 2: Modern theatre styles and conventions

In this Unit, students creatively and imaginatively work in production roles with scripts from the modern era of theatre, that is, the 1920s to the present. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

#### Areas of Study:

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a play in production

## Theatre Studies Units 3 and 4

### Unit 3: Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They also analyse and evaluate the ways to interpret script excerpts previously unstudied.

### Areas of study:

- Staging Theatre
- Interpreting a script
- Analysing and evaluating theatre

## Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene either as actor and director, or as a designer. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene.

### Areas of Study:

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance

### Where can Theatre Studies take me?

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in a range of industries that require communication, collaborative approaches, critical and creative thinking, digital technology skills and problem solving, including:

- Film and television
- Education
- Advertising
- Media and communication

### What other VCE subjects go well with Theatre Studies?

The following VCE studies complement Theatre Studies:

- Media
- Music Performance
- Literature
- Psychology
- Physical Education

### More Information

#### Entry

Entry into Unit 1 and 2 Theatre Studies requires the satisfactory completion of Year 10 studies in accordance with the College's promotion policy.

Unit 1 and 2 Theatre Studies is advantageous though not required for entry to Unit 3 and 4 Theatre Studies.

#### Additional Documentation

The Study Design for VCE Theatre Studies outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Theatre Studies is not a prerequisite for any tertiary course, but the skills will be useful for any courses requiring an audition or interview.

# MEDIA

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

## Media Units 1 and 2

### Unit 1: Media Forms, Representations and Australian Stories

The relationship between audiences and the media is dynamic and changing. 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, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with. Students gain an understanding of audiences as producers and consumers. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### Unit 2: Narrative Across Media Forms

Fictional and non-fictional narratives are fundamental to the media and are found in all 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, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives showing an awareness of the structures and media codes and conventions appropriate to media forms.

## Media Units 3 and 4

### Unit 3: Media Narratives and Pre-Production

In this unit students explore media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences are engaged by, consume and read narratives. Students use the pre-production stage of the production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and conventions within the selected form. They explore and experiment with media technologies to develop skills in their selected form.

Students undertake pre-production processes and develop documentation to support the production and post-production of a media product.

## **Unit 4 - Media Production and Issues in the Media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

### **Where can Media take me?**

Media, taken with other prerequisites, can lead to many careers, including the following:

- Media and communication
- Advertising
- Journalism
- Film and Television
- Education
- Information and Communications Technology

### **What other VCE subjects go well with Media?**

The following VCE studies complement Media:

- VCE VET Information and Communications Technology
- Literature
- Theatre Studies
- Visual Communication Design
- Psychology

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Media requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Media is advantageous though not required for entry to Unit 3 and 4 Media.

#### **Additional Documentation**

The Study Design for VCE Media outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Media is not a prerequisite for any tertiary course, but the folio developed as part of the course can be essential in folio-based subjects requiring an interview rather than an ATAR.

# MUSIC

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions. Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer.

Please note that all VCE Music students are required to undertake private music lessons.

## Music Units 1 and 2

### 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 short music exercises that reflect their understanding of the organisation of music and the processes they have studied. Students develop knowledge of music language concepts as they analyse and respond to a range 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 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 create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music. 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. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

## Music Contemporary Performance Units 3 and 4

### Unit 3: Music Contemporary Performance

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

#### **Unit 4: Music Contemporary Performance**

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

#### **Where can Music take me?**

Music Performance, taken with other prerequisites, can lead to many careers, including:

- Performing Arts
- Film and television
- Education
- Advertising
- Media and Communication

#### **What other VCE subjects go well with Music?**

The following VCE studies complement Music Performance:

- Media
- History
- Psychology
- Physical Education

#### **More Information**

##### **Entry**

Entry into Unit 1 and 2 Music requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Music is advantageous for entry to Unit 3 and 4 Music Performance. Music Performance students are required to be undertaking private music lessons.

##### **Additional Documentation**

The Study Design for VCE Music outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

##### **Tertiary Prerequisite**

VCE Music is not a prerequisite for any tertiary course, but the skills will be useful for any courses requiring an audition.

# ART CREATIVE PRACTICE

Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

## Art Creative Practice Units 1 and 2

### Unit 1: Interpreting Artworks and Exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice. Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses.

### Unit 2: Interpreting Artworks and Developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

## Art Creative Practice Units 3 and 4

### Unit 3: Investigation, Ideas, Artworks and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

## **Unit 4: Interpreting, Resolving and Presenting Artworks and the Creative Practice**

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

### **Where can Art Creative Practice take me?**

Art Creative Practice, taken with other prerequisites, can lead to many careers, including the following:

- Visual Arts
- Graphic design
- Architecture
- Media and communication

### **What other VCE subjects go well with Art Creative Practice?**

The following VCE studies complement Visual Communication Design:

- Visual Communication Design
- History
- Literature
- Studio Arts
- Psychology
- Media

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Art Creative Practice requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. Unit 1 and 2 Art Creative Practice is advantageous though not required for entry to Unit 3 and 4.

#### **Additional Documentation**

The Study Design for VCE Art Creative Practice outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

The Study Design for VCE Art Creative Practice outlines the curriculum and assessment for the subject and is available at the VCAA website. Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Art Creative Practice is not a prerequisite for any tertiary course, but the folios developed as part of the units may be essential for courses requiring an interview and/or the completion of a pre-selection task.

# VISUAL COMMUNICATION DESIGN

Visual Communication Design is a 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. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. 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.

## Visual Communication Design Units 1 and 2

### Unit 1: Finding, Reframing and Resolving Design Problems

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

### Unit 2: Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future.

## Visual Communication Design 3 and 4

### 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 the 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. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities.

## 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. These concepts form part of the '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.

### Where can Visual Communication Design take me?

Visual Communication Design, taken with other prerequisites, can lead to many careers, including the following:

- Visual Arts
- Communication Design
- Fashion Design
- Architecture
- UX and UI Design

### What other VCE subjects go well with Visual Communication Design?

The following VCE studies complement Visual Communication Design:

- Visual Communication Design
- Studio Arts
- Physics
- Psychology
- Media

### More Information

#### Entry

Entry into Unit 1 and 2 Visual Communication Design requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Visual Communication Design is advantageous though not required for entry to Unit 3 and 4 Visual Communication Design.

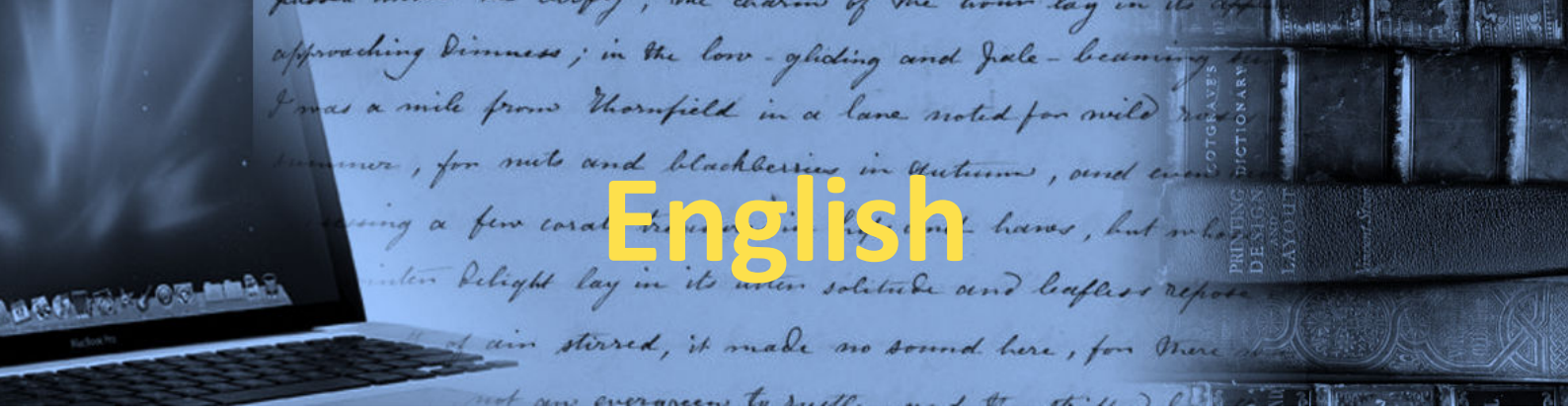
#### Additional Documentation

The Study Design for VCE Visual Communication Design outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Visual Communication Design is not a prerequisite for any tertiary course, but the folios developed as part of the units can be essential for any courses requiring an interview and/or the completion of a pre-selection task.



- **English**
- **English Language**
- **Literature**
- **English as an Additional Language (EAL)**

# ENGLISH/ EAL

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis 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.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## English Units 1 and 2

### Unit 1

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. 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. Students explore and revisit the mentor texts as inspiration for developing their own writing processes, for generation of ideas, and as models for effective writing. They demonstrate their understanding of ideas and application of effective writing strategies in their crafted texts, and can articulate their writing processes in their commentaries.

### Assessment

- Reading and Exploring texts: Students will produce a personal response to a set text.
- Crafting texts: Students will produce two student-created texts and a description of the writing process.

### Unit 2

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will also consider the way arguments are developed and delivered in many forms of media.

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.

### **Assessment**

- Reading and exploring texts: Students will produce an analytical response to a set text.
- Exploring argument: Students will produce an analysis of the use of argument and persuasive language and techniques in text. They will also construct an oral presentation of a point of view text.

## **English Units 3 and 4**

### **Unit 3**

On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Student should also be able to 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.

### **Assessment**

- Reading and Responding: Students will produce an analytical response to a text.
- Creating Texts: Students will construct a written text considering audience, purpose and context.
- Students will also produce a commentary reflecting on writing processes.

### **Unit 4**

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

- Reading and Responding: Students will produce an analytical response to a text.
- Analysing Argument: Students will produce an analytical response to argument.
- Students will also produce a point of view oral presentation.

### **Where can English take me?**

English, taken with other prerequisites, can lead to many careers, including the following:

- Journalism
- Law
- Education
- Advertising
- Media and Communication

### **What other VCE subjects go well with English?**

The following VCE studies complement English

- History
- Literature
- English Language
- Media

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 English requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

English is a compulsory component of the VCE. Satisfactory completion of Unit 1 and 2 English in accordance with the College's Promotion Policy is required in order to undertake Unit 3 and 4 English.

#### **Additional Documentation**

The Study Design for VCE English outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

An English Group Unit 3 and 4 study (English, EAL, English Language, Literature) is a prerequisite for all University courses in Australia.

# ENGLISH LANGUAGE

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives. The study of VCE English Language enables students to further develop and refine their skills in reading, writing, speaking and listening to English. They become proficient in analysing and assessing language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

## English Language Units 1 and 2

### Unit 1 Language and Communication

In this unit, students consider the ways 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 and conventions. The relationship between speech and writing as the dominant language modes 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.

### Unit 2 Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

## English Language Units 3 and 4

### 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.

Students examine the features of formal and informal language in both spoken and written language modes, the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the context in which a message is conveyed.

Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

## 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.

Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

### Where can English Language take me?

English Language, taken with other prerequisites, can lead to many careers, including the following:

- Linguistics
- Journalism
- Education
- Sociology
- Media and Communication

### What other VCE subjects go well with English Language?

The following VCE studies complement English Language:

- History
- English
- Psychology
- Media

### More Information

#### Entry

Entry into Unit 1 and 2 English Language is **by application only** and requires the satisfactory completion of Year 10 studies in accordance with the College's promotion policy. A high level of achievement in Year 10 English and a high-grade average across all other studies is an advantage.

English Language is part of the VCAA English Group and thus is a compulsory component of the VCE. Satisfactory completion of Unit 1 and 2 English Language in accordance with the College's promotion policy is required in order to undertake Unit 3 and 4 English Language.

#### Additional Documentation

The Study Design for VCE English Language outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

English Language is a part of the VCAA English Group. An English Group Unit 3 and 4 study (English, EAL, English Language, Literature) is a prerequisite for all University courses in Australia.

# LITERATURE

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

## Literature Units 1 and 2

### Unit 1:

#### Reading Practices

In this area of study 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.

#### Exploration of Literary Movements and Genres

In this area of study 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.

### Unit 2

#### Voices of Country

In this area 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.

### **The Text in its Context**

In this area of study students 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.

## **Literature Units 3 and 4**

### **Unit 3**

#### **Adaptions and Transformations**

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

#### **Developing Interpretations**

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. On completion of this unit, students should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

### **Unit 4**

#### **Creative Responses to Texts**

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

## Close Analysis of Texts

In this area of study 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. On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Please note that it is college policy that students undertaking Literature (Units 1-4) must also undertake another study from the English block (Units 1 to 4).

### Where can Literature take me?

Literature, taken with other prerequisites, can lead to many careers, including the following:

- Professional writing
- Journalism
- Education
- Law
- Media and Communication

### What other VCE subjects go well with Literature?

The following VCE studies complement Literature:

- History
- English
- English Language
- Media

### More Information

#### Entry

Entry into Unit 1 and 2 Literature requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. A high level of achievement in Year 10 English and/or participation in the Lighthouse Program is an advantage.

Literature is part of the VCAA English Group and thus is a compulsory component of the VCE. While completion of Unit 1 and 2 Literature is not essential to undertake Unit 3 and 4 Literature, it is preferred.

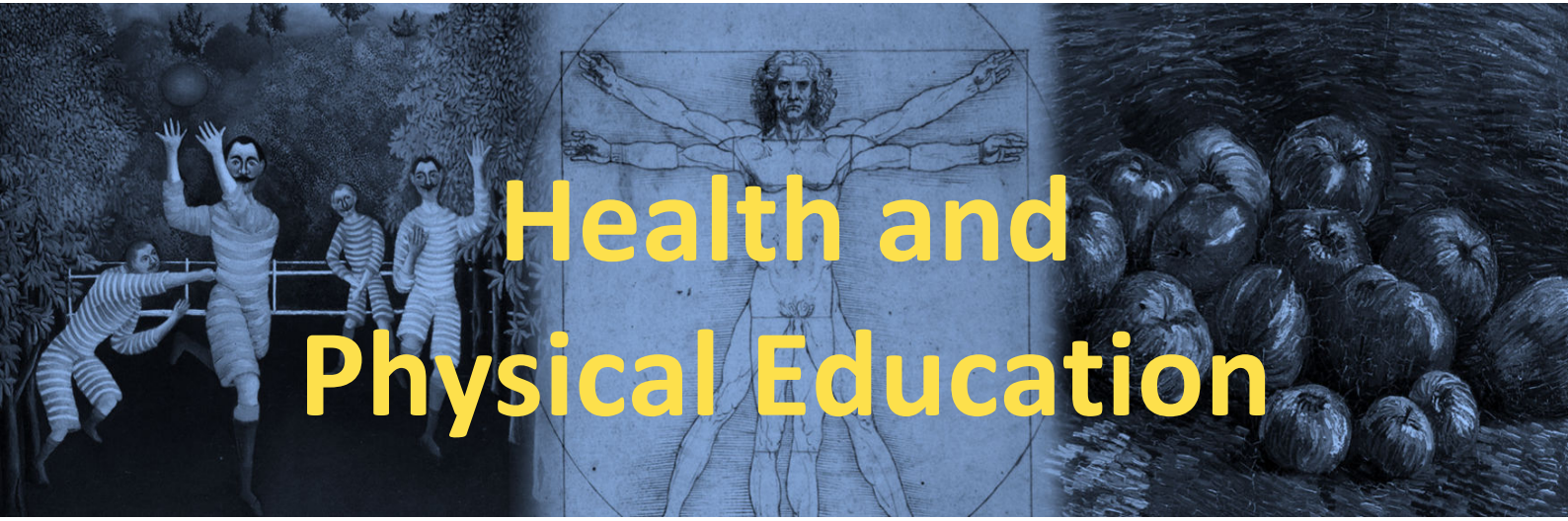
#### Additional Documentation

The Study Design for VCE Literature outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

Literature is a part of the VCAA English Group. An English Group Unit 3 and 4 study (English, English Language, Literature) is a prerequisite for all University courses in Australia.



# Health and Physical Education

- **Health and Human Development**
- **Physical Education**
- **VCE VET: Sport and Recreation**

# HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Health and Human Development Units 1 and 2

### 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.

### Unit 2: Managing Health and Development

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

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

## **Health and Human Development Units 3 and 4**

### **Unit 3: Australia's Health in a Globalised World**

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

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

### **Unit 4: Health and Human Development in a Global Context**

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

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goal and objectives of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

### **Where can Health and Human Development take me?**

Health and Human Development, taken with other prerequisites, can lead to many careers, including:

- Health Sciences
- Nutrition
- Education
- Environmental Science

### **What other VCE subjects go well with Health and Human Development?**

The following VCE studies complement Health and Human Development:

- Physical Education
- Biology
- Psychology
- Food Studies
- General Mathematics

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 VCE Health and Human Development requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. Completion of the Year 10 Health elective would be an advantage.

Year 11 Health and Human Development is advantageous but not essential for entry to Unit 3 and 4 Health and Human Development.

#### **Additional Documentation**

The Study Design for VCE Health and Human Development outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Health and Human Development is not a prerequisite for any tertiary course.

# PHYSICAL EDUCATION

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

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

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

## Physical Education Units 1 and 2

### Unit 1: The Human Body in Motion

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

### Unit 2: Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

## **Physical Education Units 3 and 4**

### **Unit 3: Movement Skills and Energy for Physical Activity**

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

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

### **Unit 4: Training to Improve Performance**

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

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

### **Where can Physical Education take me?**

Physical Education, taken with other prerequisites, can lead to many careers, including:

- Sports Science
- Education
- Health Sciences
- Sports Management
- Outdoor Education

### **What other VCE subjects go well with Physical Education?**

The following VCE studies complement Physical Education:

- Biology
- Psychology
- Health and Human Development
- General Mathematics
- Business Management

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 VCE Physical Education requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. Completion of the Year 10 Advanced Physical Education elective may be an advantage.

Year 11 Physical Education is preferred but not essential for entry to Unit 3 and 4 Physical Education.

#### **Additional Documentation**

The Study Design for VCE Physical Education outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Physical Education is not a prerequisite for any tertiary course, but is looked upon favourably by some courses relating to human movement and sports science. Students should check with tertiary institutions to confirm prerequisites.

# VCE VET SPORT AND RECREATION

VCE VET Certificate III: This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

It's important to note that there is a large theoretical component to this course and requires regular dedicated study to ensure successful completion.

In Year 12, the Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Students undertake a dual VCE VET sequence which provides them with a VET Qualification and the VCE Units 1 and 2 and 3 and 4 sequence. This is a VET study and a fully scored and examined VCE study with a Study Score that contributes directly to the ATAR.

## VCE VET Certificate II Sport and Recreation Units 1 and 2

In Units 1 and 2, students complete a Certificate II in Sport and Recreation: recognition of two or more units at Units 1 and 2 level.

They undertake study in:

- SISXCAI003: Conduct non instructional sport, fitness or recreation sessions
- BSBWOR301: Organise personal work priorities and development
- ICTWEB201: Use social media tools for collaboration and management
- SISXCCS001: Provide Quality Service
- HLTWHS001: Participate in Workplace Health and Safety

## VCE VET Certificate III Sport and Recreation Units 3 and 4

In Units 3 and 4, students who complete a Unit 3 and 4 sequence and will be eligible for an increment towards their ATAR.

They undertake study in:

- BSBWHS303: Participate in WHS Hazard Identification, risk assessment and risk control
- SISSSCO001: Conduct sport coaching with foundation level participants
- SISXCAI004: Plan and conduct programs
- SISXCAI006: Facilitate groups
- SISXRES002: Educate user groups

### **Where can VCE VET Sport and Recreation take me?**

VCE VET Sport and Recreation, taken with other prerequisites, can lead to many careers, including:

- Outdoor Education
- Health Sciences
- Sports Management
- Education
- Conservation

### **What other VCE subjects go well with VCE VET Sport and Recreation?**

The following VCE studies complement VCE VET Sport and Recreation:

- Physical Education
- Geography
- Health and Human Development

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 VCE VET Sport and Recreation requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 VCE VET Sport and Recreation may be advantageous though not required for entry to Unit 3 and 4 VCE VET Sport and Recreation.

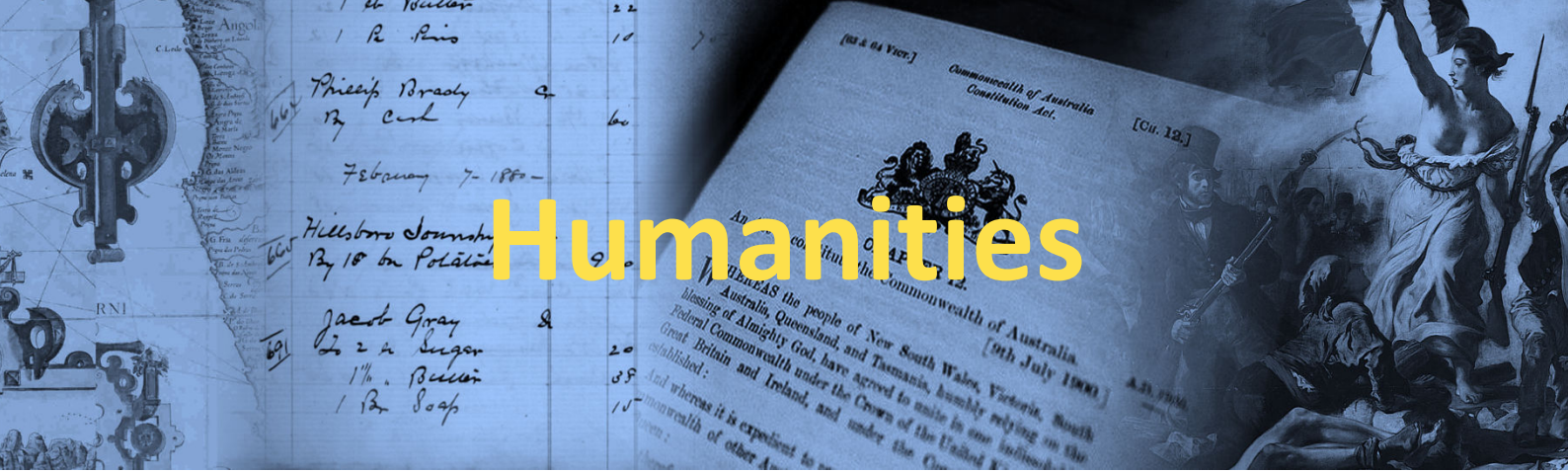
#### **Additional Documentation**

The Study Design for VCE VET Sport and Recreation outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE VET Sport and Recreation is not a prerequisite for any tertiary course however completion of the VET qualification may assist in admission to Sport and Recreation related tertiary studies.



# Humanities

**Accounting**

**Business Management**

**Economics**

**Geography**

**History**

**Legal Studies**

**Politics**

# ACCOUNTING

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information are communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management, and accounting, leading to careers in areas such as financial accounting, management accounting, forensic investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

## Accounting Units 1 and 2

### Unit 1: 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. In this, 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.

### 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.

## Accounting Units 3 and 4

### Unit 3: Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### Unit 4: Recording, Reporting, Budgeting and Decision-Making

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

### **Where can Accounting take me?**

Accounting, taken with other prerequisites, can lead to many careers, including the following:

- Accounting
- Banking and Finance
- Administration
- Management

### **What other VCE subjects go well with Accounting?**

The following VCE studies complement Accounting:

- Economics
- Mathematics
- Business Management
- VCE VET Information and Communications Technology

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Accounting requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Accounting is strongly recommended though not required for entry to Unit 3 and 4 Accounting.

#### **Additional Documentation**

The Study Design for VCE Accounting outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Accounting is not a prerequisite for many tertiary courses but is highly desirable for business and commerce courses.

# BUSINESS MANAGEMENT

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.

## Business Management Units 1 and 2

### 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.

### 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

## Business Management Units 3 and 4

### Unit 3: Managing a Business

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

## Unit 4: Transforming a Business

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

### Where can Business Management take me?

Business Management, taken with other prerequisites, can lead to many careers, including:

- Administration
- Retail Management
- Banking and Finance

### What other VCE subjects go well with Business Management?

The following VCE studies complement Business Management:

- General Mathematics
- Accounting
- VCE VET Information and Communications Technology
- Economics

### More Information

#### Entry

Entry into Unit 1 and 2 Business Management requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Business Management is preferred though not required for entry to Unit 3 and 4 Business Management.

#### Additional Documentation

The Study Design for VCE Business Management outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Business Management is not a prerequisite for any tertiary course.

# ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in contributing to public debate as active citizens.

## Economics Units 1 and 2

### Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

### Unit 2: Contemporary Economic Issues

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

## Economics Units 3 and 4

### Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

## **Unit 4: Managing the Economy**

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

### **Where can Economics take me?**

Economics, taken with other prerequisites, can lead to many careers, including the following:

- Economics
- Journalism
- Banking and Finance
- Accounting
- Business Analysis

### **What other VCE subjects go well with Economics?**

The following VCE studies complement Economics:

- Accounting
- Mathematics
- Politics
- Business Management
- Legal Studies

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Economics requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Economics is advantageous but not required for entry to Unit 3 and 4 Economics.

#### **Additional Documentation**

The Study Design for VCE Economics outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Economics is not a prerequisite for many tertiary courses but is highly desirable for business and commerce courses.

# GEOGRAPHY

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

## Geography Units 1 and 2

### Unit 1: Hazards and Disasters

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

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

### Unit 2: Tourism

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

# Geography Units 3 and 4

## Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change.

## Unit 4: Human Population – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

### Where can Geography take me?

Geography, taken with other prerequisites, can lead to many careers, including the following:

- Planning
- Environmental Science
- Sociology
- Geology

### What other VCE subjects go well with Geography?

The following VCE studies complement Geography:

- General Mathematics
- Biology
- History
- Health and Human Development

### More Information

#### Entry

Entry into Unit 1 and 2 Geography requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Geography is preferred though not required for entry to Unit 3 and 4 Geography.

#### Additional Documentation

The Study Design for VCE Geography outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Geography is not a prerequisite for any tertiary course.

# HISTORY

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

## History 1 and 2: Modern History

### Unit 1: Change and Conflict

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

### 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. Students explore the Cold War tensions between capitalism and communism and look at modern terrorism movements.

## History 3 and 4: Revolutions

### Unit 3: The French Revolution – Causes and Consequences

Students analyse the long-term causes and short-term triggers of the French Revolution, evaluating how revolutionary outbreaks were caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions in France in the 18th Century. Students evaluate historical interpretations about the causes of the French Revolution. They then analyse the consequences of the French Revolution and evaluate the extent to which it brought change to France. Students analyse the significant challenges that confronted the new regime. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in social, political, economic and cultural change, progress or decline.

## Unit 4: The Russian Revolution – Causes and Consequences

Students commence by analysing the long-term causes and short-term triggers of the Russian Revolution, evaluating how revolutionary outbreaks were caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions in Russia in the early 20th Century. Students evaluate historical interpretations about the causes of the Russian Revolution. They then analyse the consequences of the Russian Revolution and evaluate the extent to which it brought change to Russia. Students analyse the significant challenges that confronted the Bolshevik regime. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in social, political, economic and cultural change, progress or decline.

### Where can History take me?

History, taken with other prerequisites, can lead to many careers, including the following:

- Journalism
- Law
- Education
- Archaeology
- Politics

### What other VCE subjects go well with History?

The following VCE studies complement History:

- Literature
- Economics
- Politics
- Legal Studies
- Geography

### More Information

#### Entry

Entry into Unit 1 and 2 History requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 History is preferred though not required for entry to Unit 3 and 4 History.

#### Additional Documentation

The Study Design for VCE History outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available.

#### Tertiary Prerequisite

VCE History is not a prerequisite for any tertiary course.

# LEGAL STUDIES

Legal Studies focusses on the need for legal rules in society to make it viable and safe for everyone. Students learn how laws are made and enforced and develop an appreciation of the significance of law in their lives.

## Legal Studies 1 and 2

### Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### Unit 2: Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. 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. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

## Legal Studies 3 and 4

### Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. 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 consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Unit 4: The People and The Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, 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. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### Where can Legal Studies take me?

Legal Studies, taken with other prerequisites, can lead to many careers, including the following:

- Law
- Education
- Journalism
- Social Work
- Policing

### What other VCE subjects go well with Legal Studies?

The following VCE studies complement Legal Studies:

- Politics
- History
- Economics
- Business Management

### More Information

#### Entry

Entry into Unit 1 and 2 Legal Studies requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Legal Studies is preferred though not required for entry to Unit 3 and 4 Legal Studies.

#### Additional Documentation

The Study Design for VCE Legal Studies outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Legal Studies is not a prerequisite for any tertiary course.

# AUSTRALIAN AND GLOBAL POLITICS

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events. Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

## Australian and Global Politics Units 1 and 2

### Unit 1: Ideas, Actors and Power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus and students use examples and case studies from within the last 10 years.

### Unit 2: Global Connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students use examples and case studies from within the last 10 years.

# Australian Politics Units 3 and 4

## Unit 3: Evaluating Australian Democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

## Unit 4: Australian Public Policy

This unit focuses on Australian federal public policy formulation and implementation. Students investigate the complexities the government faces in putting public policy into operation. They examine domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. Students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

### Where can Politics take me?

Politics, taken with other prerequisites, can lead to many careers, including the following:

- Politics
- Journalism
- Law
- Economics

### What other VCE subjects go well with Politics?

The following VCE studies complement Politics:

- Economics
- History
- Legal Studies
- Literature

### More Information

#### Entry

Entry into Unit 1 and 2 Politics requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Australian and Global Politics is preferred though not required for entry to Unit 3 and 4 Australian Politics.

#### Additional Documentation

The Study Design for VCE Politics outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Australian Politics is not a prerequisite for any tertiary course.



# Languages

**VCE VET Certificate III in Applied Language (Italian)**

**VCE Unit 3 and 4 Italian**

**VCE VET Certificate III in Applied Language (Japanese)**

**VCE Unit 3 and 4 Japanese**

# ITALIAN

## 11074NAT Certificate III in Applied Language

(This course is delivered through Ripponlea Institute (21230))

The areas of study for Italian comprise themes and topics, grammar, text types, vocabulary and kinds of writing, using the modern standard version of Italian. They are common to all four units of the study. The topics that will be covered are: Historical Perspectives, Lifestyle in Italy and Abroad, The World of Work, The Arts and Entertainment and Social and Contemporary Issues. Reading, writing, speaking and listening to Italian are the four main areas of skill development.

Please note: in Year 11, students will complete the Certificate III in VET Applied Language, which is equivalent to VCE Units 1 and 2. In Year 12, students undertaking Italian will complete VCE Units 3 and 4 Italian.

## VCE VET Certificate III Applied Language: Italian Units 1 and 2

### Units 1 and 2: VCE VET Certificate III Applied Language (Italian)

This course focuses on developing all five language skills (reading, writing, listening, viewing and speaking) in Italian through interpersonal communication, aural and written comprehension tasks and presentation of information and opinions in different workplaces, such as a travel agency. Students will develop their oral and written skills in imaginary scenarios that requires them to address issues, negotiate, acknowledge complaints, give instructions, narrate and describe events. Students need to demonstrate knowledge of cultural and social Italian conventions such as body language and gestures when communicating in a formal or informal settings. To successfully complete the set tasks, students will gain understanding of more complex grammar such as imperfect tense and object pronouns. Set topics will be based on the units which students are required to complete in order to obtain the Certificate III in Applied Language (Italian).

In Year 11, students will complete Certificate III in Applied Language (Italian). These units with related assessment tasks and topics are detailed below.

<p><b>NAT11074001</b></p> <p>Conduct routine oral communication for social purposes in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role plays related to planning outing and social events</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Planning social events</li> </ul>
<p><b>NAT11074002</b></p> <p>Conduct routine workplace oral communication in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role plays related to employment and discussing work- related matters</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The workplace</li> </ul>
<p><b>NAT11074003</b></p> <p>Read and write routine texts for social purposes in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Email with friend about work placement; A personal blog - volunteer work</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tourism, the workplace</li> </ul>
<p><b>NAT11074004</b></p> <p>Read and write routine workplace texts in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Reading and writing documents, letters, complaint emails, brochure</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tourism, the workplace</li> </ul>

# Italian VCE Units 3 and 4

## Unit 3

This course focusses on further developing all five language skills (reading, writing, listening, viewing and speaking) in Italian through interpersonal communication, aural and written comprehension, and presentation of information and opinions about self and the world. Emphasis is placed on the oral component and written component of the VCE Italian Exam. Completion of the outcomes below, also assist with proficiency:

- Social and contemporary issues
- Personal worlds
- Arts and entertainment

## Unit 4

The aim in this unit is for students to gain more knowledge and understanding of different topics. By doing that, students may enrich their vocabulary and use of complex grammatical structures in Italian both in written and oral tasks. One of the main focus areas will be the oral component to ensure that students improve their confidence and pronunciation when speaking in Italian about a variety of subject matters. Students will also explore the following topics:

- Made in Italy
- Italian Migration
- Historical perspectives with a focus on the Italian language and dialects

### Where can Italian take me?

Italian, taken with other prerequisites, can lead to many careers, including the following:

Languages  
International Commerce  
Politics and Diplomacy  
Education

### What other VCE subjects go well with Italian?

The following VCE studies complement Italian:

History  
Geography  
English Language  
Psychology

### More Information

#### Entry

Entry into Unit 3 and 4 VCE Italian requires the satisfactory completion of two modules of the VET Applied Language (Italian) Certificate III undertaken in Year 11 Italian in accordance with the College's Promotion Policy.

#### Additional Documentation

The Study Design for VCE Italian outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Italian is not a prerequisite for any tertiary course.

# JAPANESE

## 11074NAT Certificate III in Applied Language

(This course is delivered through Ripponlea Institute (21230))

The areas of study for Japanese comprise themes and topics, grammar, text types, vocabulary and kinds of writing, using the modern standard version of Japanese. Some dialect variations in pronunciation and accent are acceptable. They are common to all four units of the study. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied. The topics that will be covered are: Historical Perspectives, Lifestyle in Japan and Abroad, The World of Work, The Arts and Entertainment and Social and contemporary issues. Reading, writing, speaking and listening to Japanese are the four main areas of skill development.

Please note that in Year 11, students will complete the Certificate III in VET Applied Language: Japanese, which is equivalent to VCE Units 1 and 2. In Year 12, students undertaking Japanese will complete VCE Units 3 and 4 Japanese.

## VCE VET Certificate III Applied Language: Japanese Units 1 and 2 Units 1 and 2 – VCE VET Certificate III Applied Language (Japanese)

This course focuses on developing all five skills (reading, writing, listening, viewing and speaking) in Japanese. The topics will be used to demonstrate achievement of the outcomes listed below. This will involve completion of grammar, vocabulary, understanding and use of different text types, listening, speaking, reading and writing. Students will develop their oral and written skills in imaginary scenarios that requires them to address issues, negotiate, acknowledge complaints, give instructions, narrate and describe events. Students need to demonstrate knowledge of cultural and social Italian conventions such as body language and gestures when communicating in a formal or informal settings.

In Year 11, students will complete Certificate III in Applied Language. These two units with related assessment tasks and topics are detailed below.

<p><b>NAT11074001</b></p> <p>Conduct routine oral communication for social purposes in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role plays related to planning outing and social events</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Planning social events</li> </ul>
<p><b>NAT11074002</b></p> <p>Conduct routine workplace oral communication in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role plays related to employment and discussing work- related matters</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The workplace</li> </ul>
<p><b>NAT11074003</b></p> <p>Read and write routine texts for social purposes in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Email with friend about work placement;</li> <li>• A tourist blog and sightseeing suggestions</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tourism, the workplace</li> </ul>
<p><b>NAT11074004</b></p> <p>Read and write routine workplace texts in a language other than English</p>	<p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Reading and writing official documents, letters, complaint emails, poster</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tourism, the workplace</li> </ul>

# Japanese VCE Units 3 and 4

## Unit 3

This course focusses on further developing all five language skills (reading, writing, listening, viewing and speaking) in Japanese through interpersonal communication, aural and written comprehension, and presentation of information and opinions about self and the world.

Emphasis is placed on the oral component and written component of the VCE Japanese Exam. Completion of the outcomes below, also assist with proficiency:

- Social and contemporary issues
- Personal worlds
- Health and leisure
- Arts and entertainment

## Unit 4

This unit focusses on developing the skills in reading, writing, listening and speaking in Japanese. The main emphasis is preparation for the written examination. Completion of the outcomes below also aide in this development:

- Education and aspirations
- The world of work
- Lifestyle in Japan and abroad
- Historical perspectives

### Where can Japanese take me?

Japanese, taken with other prerequisites, can lead to many careers, including the following:

Languages  
International Commerce  
Politics and Diplomacy  
Education  
Social Work

### What other VCE subjects go well with Japanese?

The following VCE studies complement Japanese:

History  
Geography  
English Language  
Psychology  
Theatre Studies

### More Information

#### Entry

Entry into Unit 3 and 4 VCE Japanese requires the satisfactory completion of two modules of the VCE VET Certificate II Applied Language (Japanese) in accordance with the College's Promotion Policy.

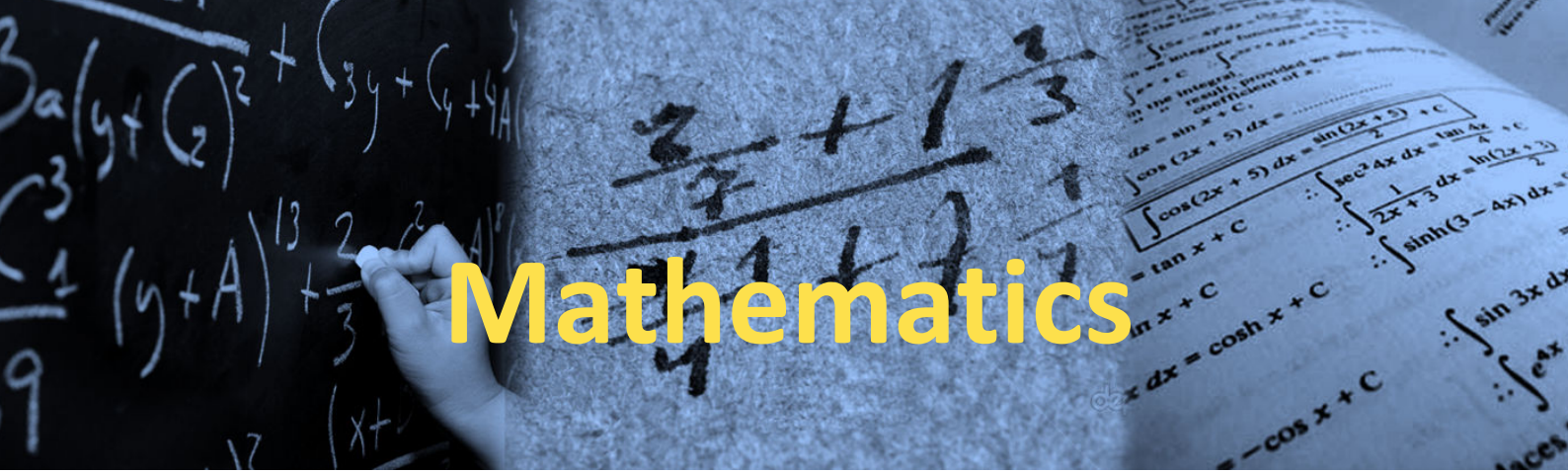
#### Additional Documentation

The Study Design for VCE Japanese outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Japanese is not a prerequisite for any tertiary course.



# Mathematics

**General Mathematics**

**Mathematical Methods**

**Specialist Mathematics**

# GENERAL MATHEMATICS

General Mathematics is a widely accessible area of study intended for those students wishing to continue Mathematics in Year 11 and 12 and to assist with entry into many general tertiary education courses. The topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers. Skills in using the CAS calculator will be an important element of all units studied, together with consolidation of the basic mathematical skills required to further the students' knowledge in each part of the course. General Mathematics Units 3 and 4 assumes the knowledge and skills covered in General Mathematics Unit 1 and 2. Both courses assume that students have access to CAS calculators and exams are written accordingly. To successfully complete each unit, students must show a Satisfactory understanding of all 3 outcomes in their SACs– Skills, Applications and use of Technology.

## General Mathematics Units 1 and 2

General Mathematics Units 1 and 2 focuses on a range of courses of study involving non-calculus-based topics for a broad range of students and the course is designed to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

### Unit 1

Key Topic Areas:

- Arithmetic and Number
  - Computational and Practical Arithmetic
  - Linear Graphs and Models
- Discrete Mathematics
  - Matrices
  - Number Pattern and Recursion
- Statistics
  - Investigating and Comparing Data Distribution

### Unit 2

Key Topic Areas:

- Discrete Mathematics
  - Graphs and Networks
- Statistics
  - Investigating Relationships Between Two Numerical Variables
- Geometry, Measurement and Trigonometry
  - Shape and Measurement
  - Applications of Trigonometry

## General Mathematics Units 3 and 4

General Mathematics Units 3 and 4 focuses on the study of mathematics used in a range of practical contexts related to the compulsory core area of study of 'Data Analysis' and 'Recursion and Financial Modelling' in Unit 3.

In Unit 4, students complete Networks and Matrices.

### Where can General Mathematics Units 3 and 4 take me?

General Mathematics, taken with other prerequisites, can lead to many careers, including:

- Finance
- Education
- Accounting
- Health Sciences and Sports Sciences
- Administration

### What other VCE subjects go well with General Mathematics?

The following VCE studies complement General Mathematics:

- Accounting
- Business Management
- Psychology
- Physical Education
- Mathematical Methods

### More Information

#### Entry

Entry into Unit 1 and 2 VCE General Mathematics requires the satisfactory completion of Year 10 Core Mathematics, either Year 10 Mathematics (General) or Year 10 Mathematics (Methods), and the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Year 11 General Mathematics or Year 11 Mathematical Methods is **required** for entry to Unit 3 and 4 General Mathematics.

#### Additional Documentation

The Study Design for VCE General Mathematics Units 3 and 4 outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE General Mathematics Units 3 and 4 is a prerequisite for many tertiary courses, including ones as diverse as Education, Commerce and Health Sciences. Students should check with tertiary institutions to confirm prerequisites.

# MATHEMATICAL METHODS

Mathematical Methods is a challenging mathematics course that aims to further a student's knowledge and understanding of mathematical concepts and applications within key topic areas. Areas of focus include Algebra, Functions and Graphs, Probability and Statistics and Calculus. While relevant mental and by-hand approaches to estimation and computation are a focus throughout the study of Mathematical Methods, extensive use will be made of the Casio CAS calculator. Any student seeking to undertake Mathematical Methods in Year 11 should have demonstrated a consistently strong mathematics background, particularly in Algebra, and should ideally have achieved at least a grade of 'C+' in Year 10 Mathematics (Methods). Students who wish to undertake Year 12 Mathematical Methods should have successfully completed (above a 'C+' average) Year 11 Mathematical Methods.

## Mathematical Methods Units 1 and 2

### Unit 1

Areas of Study:

- Algebra, including Matrix Algebra
- Functions and Graphs
- Coordinate Geometry and Linear Graphs
- Functions and Relations
- Graphs and Polynomials

### Unit 2

Areas of Study:

- Functions and Graphs
- Circular Functions
- Exponential and Logarithmic Functions
- Calculus
- Probability and Statistics

## Mathematical Methods Units 3 and 4

### Unit 3

Area of Study:

- Algebra
- Functions and Graphs
- Calculus

### Unit 4

Area of Study:

- Calculus
- Statistics and Probability

### Where can Mathematical Methods take me?

Mathematical Methods, taken with other prerequisites, can lead to many careers, including:

- Medicine
- Engineering
- Dentistry
- Veterinary Science

### What other VCE subjects go well with Mathematical Methods?

The following VCE studies complement Mathematical Methods:

- Physics
- Chemistry
- General Mathematics
- Specialist Mathematics

### More Information

#### Entry

Entry into Unit 1 and 2 VCE Mathematical Methods requires a level of achievement of higher than 'C+' in Year 10 Mathematics (Methods), and the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Year 11 Mathematical Methods is **required** for entry to Unit 3 and 4 Mathematical Methods.

#### Additional Documentation

The Study Design for VCE Mathematical Methods outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Mathematical Methods is a prerequisite for many tertiary courses, including medical sciences such as Medicine and Veterinary Science and the full spectrum of Engineering Courses. Due to its demanding nature, Mathematical Methods is increasingly a prerequisite for non-science related courses. Students should check with tertiary institutions to confirm prerequisites.

# SPECIALIST MATHEMATICS

As an advanced and challenging course, Specialist Mathematics aims to provide students with a sound knowledge base to further their studies in mathematics or mathematics related fields within the Higher Education Sector. Topic areas covered throughout Specialist Mathematics include Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability. Emphasis is placed on the key concepts, skills and processes within these areas and how they relate to mathematical structure, modelling, problem solving and reasoning. Concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 is essential. It is also advised that all students who wish to undertake Year 12 Specialist Mathematics have demonstrated a high level of achievement in Year 11 Specialist Mathematics and Year 11 Mathematical Methods.

## Specialist Mathematics Units 1 and 2

### Unit 1

Key Topic Areas:

- Sequences and Series
- Circle Geometry and Mensuration
- Applied Trigonometry
- Proof, Similarity and Congruence
- Matrices

### Unit 2

Key Topic Areas:

- Complex Numbers
- Mechanics: Statics and Dynamics
- Kinematics
- Circular Functions and Identities
- Statistics

## Specialist Mathematics Units 3 and 4

### Unit 3

Areas of Study:

- Functions and Graphs
  - Coordinate Geometry, Functions and Relations
  - Circular Functions and Identities
- Vector Algebra
- Complex Number Algebra

## Unit 4

Areas of Study:

- Calculus
  - Calculus Methods
  - Calculus Applications
  - Kinematics
- Vector Calculus
- Statistics and Probability

### Where can Specialist Mathematics take me?

Specialist Mathematics, taken with other prerequisites, can lead to many careers, including:

Engineering  
Aeronautics  
Medical Sciences  
Science  
Education  
Astronomy

### What other VCE subjects go well with Specialist Mathematics?

The following VCE studies complement Specialist Mathematics:

Mathematical Methods  
Physics  
Chemistry  
Biology  
Systems Engineering

### More Information

#### Entry

Entry into Unit 1 and 2 VCE Specialist Mathematics requires a very high level of achievement in Year 10 Mathematics (Methods), and the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Successful completion Year 11 Specialist Mathematics or Mathematical Methods is **required** for entry to Unit 3 and 4 Specialist Mathematics. Year 11 Specialist Mathematics is strongly recommended.

Students undertaking Unit 3 and 4 Specialist Mathematics are **required** to undertake or to have undertaken Mathematical Methods as a corequisite study. Physics is also recommended as a part of Specialist Mathematics student's program.

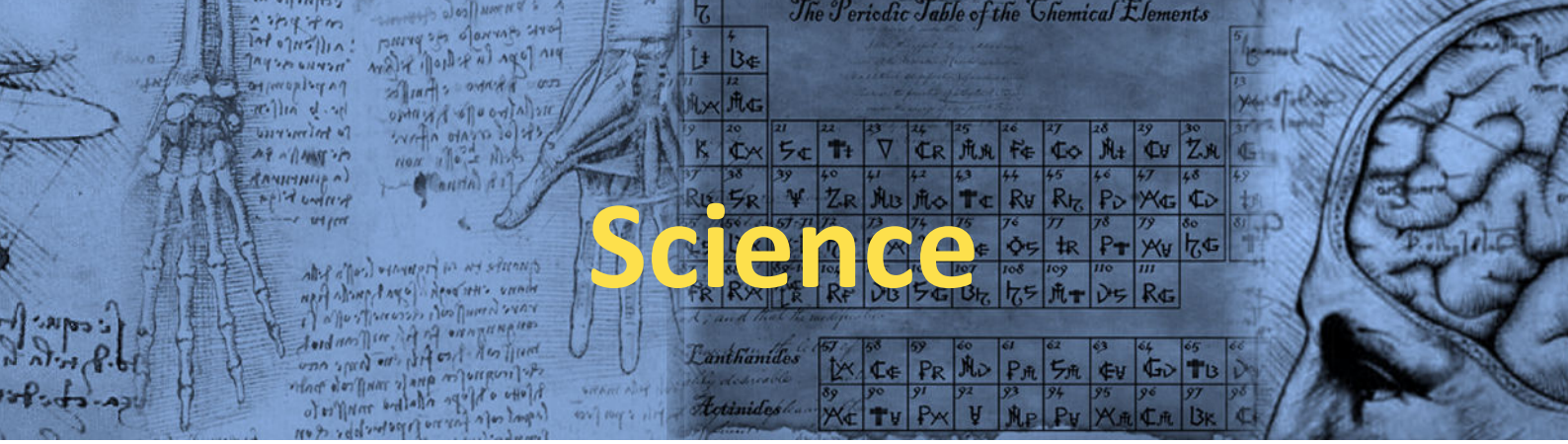
#### Additional Documentation

The Study Design for VCE Specialist Mathematics outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

VCE Specialist Mathematics is not a prerequisite for any tertiary course. However, many courses look favourably upon its presence in a student's program. Also, many engineering courses assume knowledge of Specialist Mathematics.



**Biology**

**Chemistry**

**Physics**

**Psychology**

# BIOLOGY

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

## Biology Units 1 and 2

### Unit 1: How do Organisms Regulate Their Functions?

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

### Unit 2: How does Inheritance Impact on Diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, 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.

## Biology Units 3 and 4

### Unit 3: Cell Biology - How do Cells Maintain Life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

## Unit 4: Change Over Time - 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 palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

### Where can Biology take me?

Biology, taken with other prerequisites, can lead to many careers, including the following:

- Biomedical Science
- Biological Science
- Health Sciences
- Environmental Science
- Education
- Research

### What other VCE subjects go well with Biology?

The following VCE studies complement Biology:

- Chemistry
- General Mathematics Units 3 and 4 and/or Mathematical Methods
- Physical Education
- Psychology
- Health and Human Development

### More Information

#### Entry

Entry into Unit 1 and 2 Biology requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Biology is preferred but not essential in order to undertake Unit 3 and 4 Biology.

#### Additional Documentation

The Study Design for VCE Biology outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

Biology can be a prerequisite for a number of courses in the biological and health sciences. VCE Biology is counted as a middle band study for many courses related to biomedical, biological and health sciences and often provides a bonus ATAR point or points when present in a student's VCE.

# CHEMISTRY

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

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. In doing so, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills and communication skills. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position. VCE Chemistry provides for continuing study pathways and can lead to a range of careers in many fields including agriculture, dentistry, dietetics, education, engineering, forensic science and many more.

## Chemistry Units 1 and 2

### Unit 1: How Can the Diversity of Materials be Explained?

Students investigate the chemical structures and properties of a range of materials and consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials. Students conduct practical investigations involving areas such as the reactivity series of metals, separation of mixtures by chromatography and use of precipitation reactions. Students use chemistry terminology to represent and explain observations and data from their own investigations and to evaluate the claims of others. A student-directed research investigation is conducted into the sustainable production or use of a selected material.

### Unit 2: How do Chemical Reactions Shape the Natural World?

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 and the molar volume of a gas. Students use chemistry terminology to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. Students conduct a scientific investigation into the production of gases, acid-base or redox reactions, or the analysis of substances in water.

## Chemistry Units 3 and 4

### Unit 3: How can Design and Innovation Help to Optimise Chemical Processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials.

They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

#### **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.

#### **Where can Chemistry take me?**

Chemistry, taken with other prerequisites, can lead to many careers, including the following:

- Pharmacy
- Biomedical Sciences
- Engineering
- Medicine
- Education

#### **What other VCE subjects go well with Chemistry?**

The following VCE studies complement Chemistry:

- Physics
- Mathematical Methods
- Biology
- Specialist Mathematics
- Psychology

#### **More Information**

##### **Entry**

Entry into Unit 1 and 2 Chemistry requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. A high level of achievement in Year 10 Science and Mathematics is an advantage.

Unit 1 and 2 Chemistry is strongly recommended in order to undertake Unit 3 and 4 Chemistry.

##### **Additional Documentation**

The Study Design for VCE Chemistry outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

##### **Tertiary Prerequisite**

Chemistry is a prerequisite for a wide range of tertiary courses, including Engineering, Pharmacy, Medicine

# PHYSICS

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. 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. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. They undertake practical activities and apply physics principles to explain and quantify phenomena. 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. VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers including acoustics, astrophysics communications, pyrotechnics and radiography.

## Physics Units 1 and 2

### Unit 1: How is Energy Useful to Society?

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

### Unit 2: How does Physics Help Us to Understand the World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. This enables students to pursue an area of interest through an investigation, using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option they choose. A student-adapted or student-designed scientific investigation is also undertaken.

## Physics Units 3 and 4

### 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.

## Unit 4: How have Creative Ideas and Investigation Revolutionised Thinking in Physics?

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.

### Where can Physics take me?

Physics, taken with other prerequisites, can lead to many careers, including the following:

- Engineering
- Architecture
- Industrial Design
- Science
- Aeronautics

### What other VCE subjects go well with Physics?

The following VCE studies complement Physics:

- Mathematical Methods
- Chemistry
- Specialist Mathematics
- Systems Engineering

### More Information

#### Entry

Entry into Unit 1 and 2 Physics requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. A high level of achievement in Year 10 Science and Mathematics is an advantage.

Unit 1 and 2 Physics is strongly recommended in order to undertake Unit 3 and 4 Physics.

#### Additional Documentation

The Study Design for VCE Physics outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### Tertiary Prerequisite

Physics is a prerequisite for a wide range of tertiary courses, including Engineering, Aeronautics and Science studies. Students should check with tertiary institutions to confirm prerequisites.

# PSYCHOLOGY

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

## Psychology Units 1 and 2

### Unit 1: How are Behaviour and Mental Processes Shaped?

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. A student-directed research investigation into contemporary psychological research is also undertaken.

### Unit 2: How do Internal and External Factors Influence Behaviour and Mental Processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students 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. A student-adapted or student-designed scientific investigation is also undertaken.

## Psychology Units 3 and 4

### Unit 3: How does Experience Affect Behaviour and Mental Processes?

Students investigate the contribution that research has made to the understanding of the functioning of the nervous system and to the understanding of factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them.

They also explore how stress may affect a person's psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is also undertaken.

#### **Unit 4: How is Mental Wellbeing Supported and Maintained?**

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate 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. Students consider ways in which mental wellbeing may be defined and conceptualized. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples. A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is also undertaken.

#### **Where can Psychology take me?**

Psychology, taken with other prerequisites, can lead to many careers, including the following:

- Psychology
- Health sciences
- Social work
- Education
- Counselling

#### **What other VCE subjects go well with Psychology?**

The following VCE studies complement Psychology:

- Biology
- General Mathematics
- Health and Human Development
- Physical Education

#### **More Information**

##### **Entry**

Entry into Unit 1 and 2 Psychology requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy. Unit 1 and 2 Psychology is preferred but not essential to be able to undertake Unit 3 and 4 Psychology.

##### **Additional Documentation**

The Study Design for VCE Psychology outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

##### **Tertiary Prerequisite**

Psychology is not a prerequisite subject for many tertiary courses but may be advantageous when undertaking a related course of study.



**Food Studies**

**VCE VET Information and  
Communications Technology**

**Product Design and Technologies**

**Systems Engineering**

# FOOD STUDIES

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).

## Food Studies 1 and 2

### Unit 1: Food Origins

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

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

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

### Unit 2: Food Makers

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

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life.

In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

## **Food Studies 3 and 4**

### **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](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

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

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

### **Unit 4: Food Issues, Challenges and Futures**

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

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

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

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

### **Where can Food Studies take me?**

Food Studies, taken with other prerequisites, can lead to many careers, including the following:

- Health Sciences
- Nutrition
- Sports Science
- Hospitality

### **What other VCE subjects go well with Food Studies?**

The following VCE studies complement Food Studies:

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

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Food Studies requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Food Studies is advantageous though not required for entry to Unit 3 and 4 Food Studies.

#### **Additional Documentation**

The Study Design for VCE Food Studies outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Food Studies is not a prerequisite for any tertiary course.

# VCE VET INFORMATION AND COMMUNICATIONS TECHNOLOGY

The VCE VET Information and Communications Technology program is designed to provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the area of Information Technology, in a range of industry areas. Organisational and specialist activity skills, in addition to leadership skills, will be developed through the units of competency undertaken. Students undertake a dual VCE VET sequence which provides them with a VET Qualification and the VCE Units 1 and 2 and 3 and 4 sequence. This is a VET study and a fully scored, examined VCE study with a Study Score that contributes directly to the ATAR.

## VCE VET Certificate II Information and Communications Technology Units 1 and 2

In Units 1 and 2, students complete a Certificate II in Information and Communications Technology.

They undertake study in:

- Organisational Goals and Structures
- Environmentally sustainable work practices
- Using computer Operating Systems and Hardware
- Operating Application Software Packages
- Operating Digital Media and Technology Packages
- Interacting with ICT clients
- Applying problem solving techniques to routine IT malfunctions
- Detecting and protecting from spam
- Securing and managing personal and workplace information

## VCE VET Certificate III Information and Communications Technology Units 3 and 4

In Units 3 and 4, the program provides students with partial completion of a Certificate III in Information and Communications Technology.

They undertake study in:

- Creating User Documentation
- Installing and Optimising Operating System Hardware
- Installing, Configuring and Securing a Network
- Providing ICT advice to Clients
- Maintaining ICT Equipment and Software
- Connecting Internal Hardware Components
- Implementing System Software Changes

### **Where can VCE VET Information and Communications Technology take me?**

VCE VET Information and Communications Technology, taken with other prerequisites, can lead to many careers, including the following:

- Information Technologies
- Multimedia and Media
- Business
- Education
- Information Services

### **What other VCE subjects go well with VCE VET Information and Communications Technology?**

The following VCE studies complement Information and Communications Technology:

- Systems Engineering
- Business Management
- Media

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 VCE VET Information and Communications Technology requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 VCE VET Information and Communications Technology is advantageous though not required for entry to Unit 3 and 4 VCE VET Information and Communications Technology (it is however required for the completion of the Certificate III).

#### **Additional Documentation**

The Study Design for VCE VET Information and Communications Technology outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE VET Information and Communications Technology is not a prerequisite for any tertiary course however completion of the VET Qualification may assist in admission to ICT related tertiary studies.

#### **Tertiary Prerequisite**

VCE VET Information and Communications Technology is not a prerequisite for any tertiary course.

# PRODUCT DESIGN AND TECHNOLOGIES

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

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.

## Product Design and Technologies 1 and 2

### Unit 1: Sustainable Product Redevelopment

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.

## **Unit 2: Collaborative Design**

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.

Students 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.

## **Product Design and Technologies 3 and 4**

### **Unit 3: Applying the Product Design Process**

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).

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

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.

### **Unit 4: Product Development and Evaluation**

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.

### **Where can Product Design and Technologies take me?**

Product Design and Technologies, taken with other prerequisites, can lead to many careers, including:

- Industrial Design
- Manufacturing
- Engineering

### **What other VCE subjects go well with Product Design and Technologies?**

The following VCE studies complement Product Design and Technologies:

- Visual Communication Design
- Media
- Systems Engineering
- Physics

### **More Information**

#### **Entry**

Entry into Unit 1 and 2 Product Design and Technologies requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Product Design and Technologies is advantageous though not required for entry to Unit 3 and 4 Product Design and Technologies.

#### **Additional Documentation**

The Study Design for VCE Product Design and Technologies outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

#### **Tertiary Prerequisite**

VCE Product Design and Technologies is not a prerequisite for any tertiary course.

# SYSTEMS ENGINEERING

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management.

## Systems Engineering 1 and 2

### Unit 1: Mechanical Systems

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

### Unit 2: Introduction to Electrotechnology Systems

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

## Systems Engineering 3 and 4

### Unit 3: Integrated and Controlled Systems

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

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

#### **Unit 4: Systems Control and New and Emerging Technologies**

In this unit students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electro-technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

#### **Where can Systems Engineering take me?**

Systems Engineering, taken with other prerequisites, can lead to many careers, including:

- Engineering
- Technical Industry
- Information and Communications Technology

#### **What other VCE subjects go well with Systems Engineering?**

The following VCE studies complement Systems Engineering:

- Physics
- Mathematical Methods
- VCE VET Information and Communications Technology
- Product Design and Technologies
- General Mathematics

#### **More Information**

##### **Entry**

Entry into Unit 1 and 2 Systems Engineering requires the satisfactory completion of Year 10 studies in accordance with the College's Promotion Policy.

Unit 1 and 2 Systems Engineering is advantageous though not required for entry to Unit 3 and 4 Systems Engineering.

##### **Additional Documentation**

The Study Design for VCE Systems Engineering outlines the curriculum and assessment for the subject and is available at the VCAA website.

Past examination papers and the annual Chief Assessor's reports are also available on the VCAA website.

##### **Tertiary Prerequisite**

VCE Systems Engineering is not a prerequisite for any tertiary course.

# VCE VOCATIONAL MAJOR



**The VCE  
Vocational Major**

# The VCE Vocational Major (VCE VM)

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

The VCE VM aims to prepare students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

## Year 11

Year 11 VCE VM students will undertake the following units:

- (VCE VM) Religious Education
- VCE VM Literacy Units 1 and 2 OR VCE English Units 1 and 2
- VCE VM Numeracy Units 1 and 2 OR VCE General Mathematics Units 1 and 2
- VCE VM Work Related Skills Units 1 and 2
- VET Certificate II in Small Business (Operations/ Innovations) Units 1 and 2
- VCE VM Personal Development Skills Units 1 and 2
- VET of choice (choice from Internally provided or externally provided courses)

## Year 12

Year 12 VCE VM students will undertake the following units:

- (VCE VM) Religious Education
- VCE VM Literacy Units 3 and 4 OR VCE English Units 3 and 4
- VCE VM Numeracy Units 3 and 4 OR VCE General Mathematics Units 1 and 2
- VCE VM Work Related Skills Unit 1 and 2
- VET Certificate II in Small Business (Operations/ Innovations) Units 1 and 2
- VCE VM Personal Development Skills Units 1 and 2
- VET of choice (choice from Internally provided or externally provided courses)

## Assessment in the VCE VM

Assessment in the VCE VM include, but is not limited to project work, observation checklists, role plays, written and oral presentations, discussions, research tasks, reports, portfolios, work journals, logbooks and practical tasks.

## **Work Placement in the VCE VM**

Students are required to participate in a minimum of 80 hours of work placement as part of their VCE VM. Students are able to sample a variety of placements that interest them which could involve a different employer each term. Part time employment can also be used to satisfy the 80 hours, as can a School Based Apprenticeship (see below).

## **School Based Apprenticeships and Traineeships at School**

Students VCE or VCE VM can be tailored to include an apprenticeship or traineeship. Starting an apprenticeship or traineeship while at school means you can get paid on-the-job training that leads to a qualification. School-based apprenticeships and traineeships give you the confidence and vocational skills that employers need.

Participation in a School Based Apprenticeship needs to be initiated by an employer in the first instance which results in a signup by an organisation such as MEGT. Students must find their own work placement. Some assistance is provided in Work Related Skills during Term 1. If a work placement has not been sourced by the end of Term 1 then the student may be required to attend school.

## **Entry Requirements**

Any student applying for VCE VM must complete an VCE VM Application Form and participate in an Interview. All students who apply for VCE VM must submit VCE subjects until their application is approved. Admission to the VCE VM at St Joseph's College is dependent on the successful completion of Year 10 in accordance with the College's Promotion Policy.

Further inquiries regarding the VCE VM can be addressed by Mrs Vivienne Egan, Director of RTO and Pathways.

# VCE VOCATIONAL MAJOR (VM) LITERACY

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

## VCE VM Literacy 1 and 2

### Unit 1

- Area of Study 1: Literacy for personal use
- Area of Study 2: Understanding and creating digital texts

### Unit 2

- Area of Study 1: Understanding issues and voices
- Area of Study 2: Responding to opinions

## VCE VM Literacy 3 and 4

### Unit 3

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

### Unit 4

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

# VCE VOCATIONAL MAJOR (VM) NUMERACY

VCE VM 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:
  - Personal numeracy
  - Civic numeracy
  - Financial numeracy
  - Health numeracy
  - Vocational numeracy
  - 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.

## VCE VM Numeracy 1 and 2

### Unit 1

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

### Unit 2

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

## VCE VM Numeracy 3 and 4

### Unit 3

There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

### Unit 4

There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

## VCE VOCATIONAL MAJOR (VCE VM) PERSONAL DEVELOPMENT SKILLS (PDS)

VCE VM Personal Development Skills (PDS) 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.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## VCE VM Personal Development Skills 1 and 2

### Unit 1: Healthy individuals

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

### Unit 2: Connecting with community

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

## VCE VM Personal Development Skills 3 and 4

### Unit 3: Leadership and teamwork

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

### Unit 4: Community project

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

## VCE VOCATIONAL MAJOR (VCE VM) WORK RELATED SKILLS (WRS)

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

The study considers four key areas: the future of work, workplace skills and capabilities, industrial relations and the workplace environment and practice, and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

## VCE VM Work Related Skills 1 and 2

### Unit 1: Careers and learning for the future

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

### Unit 2: Workplace skills and capabilities

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

## VCE VM Work Related Skills 3 and 4

### Unit 3: Industrial relations, workplace environment and practice

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 3: Communication and collaboration

### Unit 4: Portfolio preparation and presentation

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation

## 22629VIC CERTIFICATE II IN SMALL BUSINESS OPERATIONS AND INNOVATION\*

**(Ripponlea Institute: 21230)**

**Note: Only available to VCE VM St Joseph's College**

The Certificate II in Small Business Operations and Innovation provides students with a practical and engaging introduction to the world of small business. Offered over two years as part of the VCE Vocational Major (VCE VM) program, this course equips students with the knowledge, skills, and confidence to contribute to small or micro-businesses across various industries.

This practical qualification not only provides valuable workplace skills but also opens pathways to further education and training in business and entrepreneurship.

## VCE VET Certificate II in Small Business Operations and Innovations 1 and 2 (Year 1)

In Year 1, students establish a strong foundation in essential areas, such as workplace safety, professional communication, routine business practices, basic marketing, business planning, and innovation.

In Year 1, students complete the first year of Certificate II in Small Business Operations and Innovation, which involves recognition of two or more units at the Units 1 and 2 level.

Students undertake study in:

<b>Code</b>	<b>Title: Units of Competency</b>	<b>Hrs</b>
BSBWHS211	Contribute to health and safety of self and others	20
VU23438	Contribute to small business planning	40
VU23433	Contribute to small business operations and innovation	50
VU23434	Develop fundamental skills for small business environments	50
VU23436	Undertake basic market research and promotion for a small business product or service	60
ICTWEB306	Develop web presence using social media	30

## **VCE VET Certificate II in Small Business Operations and Innovations 3 and 4 (Year 2)**

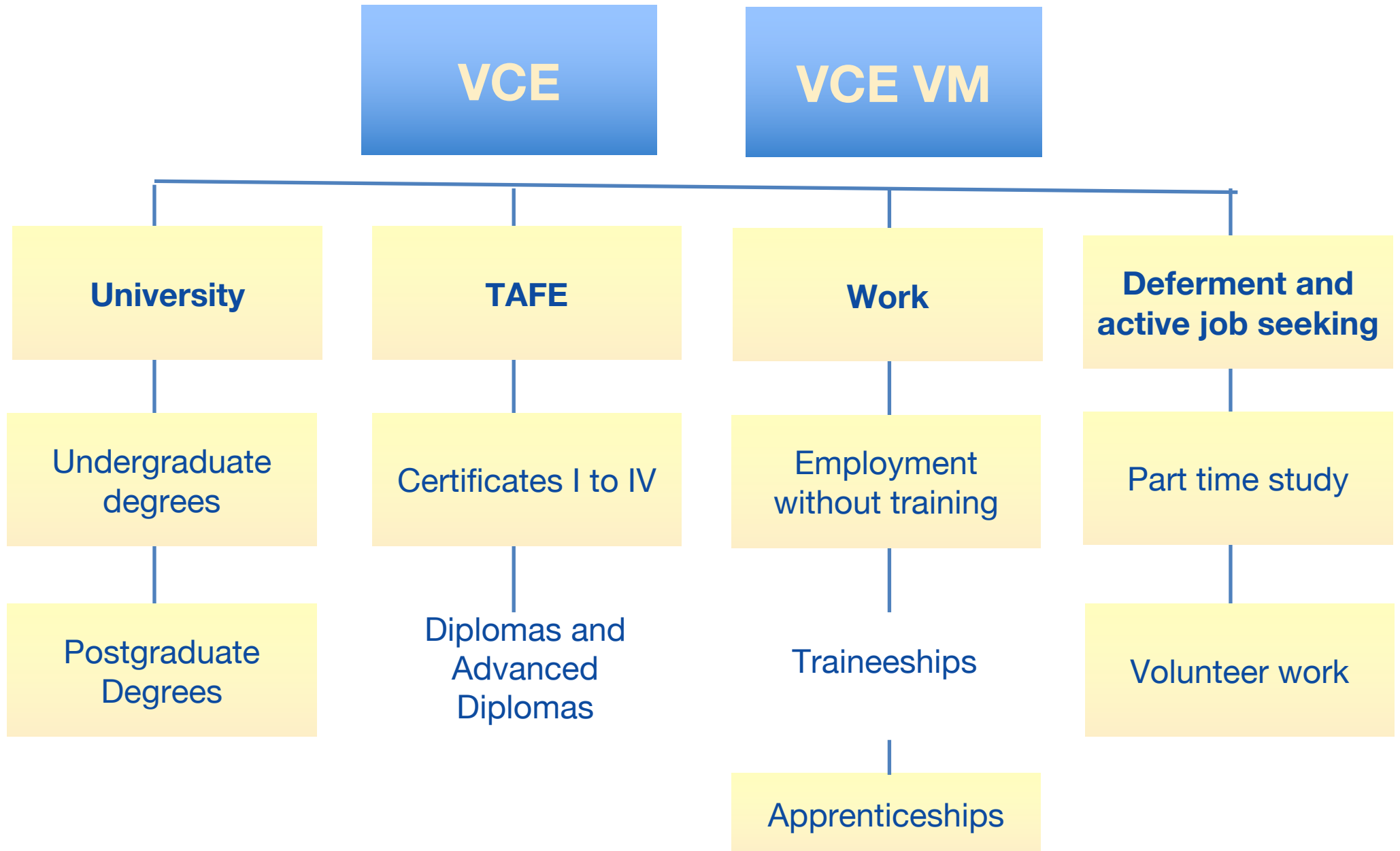
In Year 2, students broaden their learning by concentrating on managing quality and finance within a small business setting. They develop skills in monitoring quality assurance, facilitating continuous improvement, and executing financial tasks such as budgeting, financial reporting, and resource management.

Students undertake study in:

<b>Code</b>	<b>Title: Units of Competency</b>	<b>Hrs</b>
VU23437	Participate in small business quality processes	25
VU23439	Follow procedures for routine financial activities of a small business	20
VU23440	Assist with the presentation of public activities and events	25
VU23435	Identify small business policies and procedures	40
FNSFLT311	Develop and apply knowledge of personal finances	40
BSBXCM301	Engage in workplace communication	40

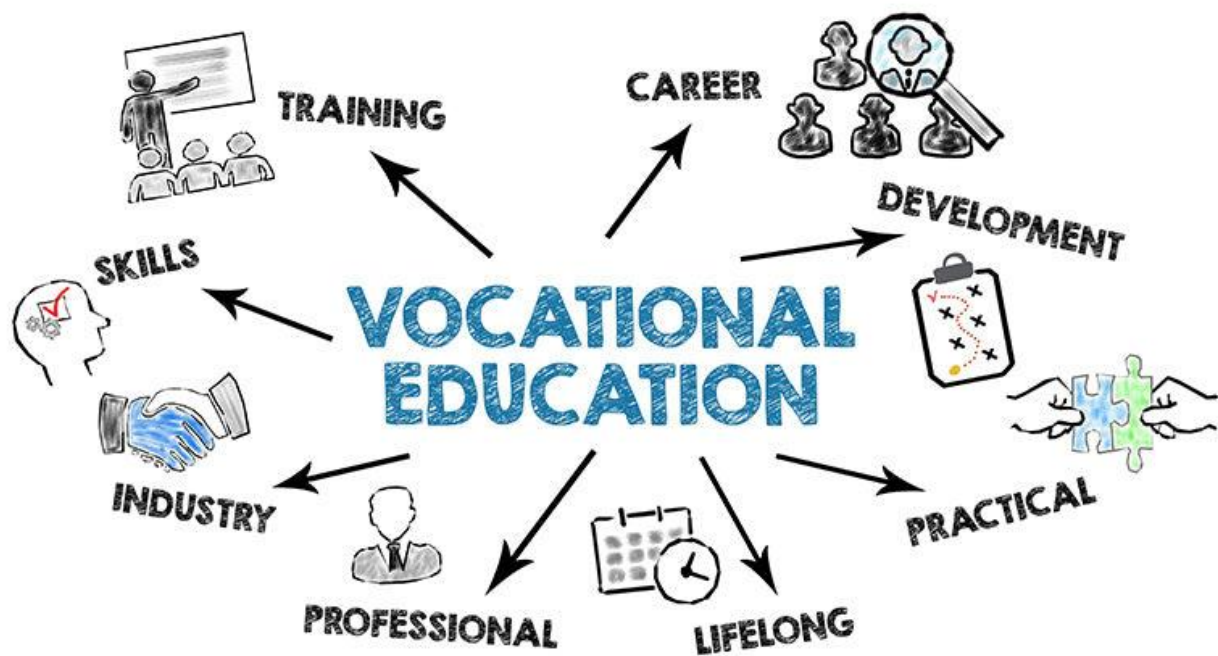
# Options after Year 12

Examples of pathways available to students following the successful completion of VCE and VCE VM studies



# Vocational and Educational Training (VET)

Note: Application available to ALL St Joseph's College students (Years 10-12)



# Vocational Education and Training (VET)

Vocational Education and Training (VET) training refers to enhanced Senior School studies, which enables a secondary student to combine their senior school studies with Vocational Training. Students can participate in a VET subject as part of their VCE but it must be included in VCE Vocational Major (VM). Units as part of a VET subject focus on developing industry specific and workplace skills and is designed to meet the needs of Industry. A pathway at St Joseph's College enables students to experience opportunities to enhance their vocational interests and passions. Some VET subjects are examinable and as such have study scores that contribute to the ATAR, other VET studies contribute credits to the VCE or VCE VM. Completion of all units can also lead to the achievement of a Certificate II or III nationally recognised qualification. The VET also provides students with the options to partake in employment or continue with further study in vocational training on completion of Year 12.

## VET Subjects offered at St Joseph's College:

- Certificate II in Agriculture (Viticulture)
- Certificate II/III in Applied Language (Italian and Japanese)
- Certificate II/III in Information and Communications Technology (ICT)
- Certificate II/III in Sport and Recreation
- Certificate II in Building and Construction
- Certificate II in Electrotechnology
- Certificate II in Plumbing

VET Sport and Recreation, Agriculture (Viticulture), Applied Language and Information Communications Technology (ICT) are offered within the College timetable. Whilst VET Building and Construction, Electrotechnology and Plumbing are delivered on site in the 'Carroll Centre' at St Joseph's College, they are not scheduled within the College timetable (and consequently students will miss classes to attend these VET studies). Students will be required to keep up with all timetabled classes in addition to their VET study.

Other VET courses are available at Host Schools as part of the Mullum VET Cluster. These VET studies are also not scheduled within the College timetable (and consequently students will miss classes to attend these VET studies).

The Mullum VET Cluster is a partnership of 40 government, catholic and independent schools, with 1100 students enrolled from the eastern suburbs. If a student completes a two-year VET program, they may be able to achieve a nationally recognised qualification, such as a Certificate II or Certificate III. Certain VET studies can contribute to VCE study scores such as Engineering, Hospitality, Sport and Recreation and ICT. Other VET courses, such as Automotive and Plumbing, provide credits to the VCE or the VCE Vocational Major (VCE VM).

Host schools delivering training include Swinburne, Box Hill Institute and Ringwood Training.

# VCE VET AGRICULTURE

(RTO AHC20122 Access Skills Training)

AHC20122 Certificate II in Agriculture provides an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. Job roles vary across different industry sectors and may include: Assistant Animal Attendant/Stockperson, Assistant Farm or Station Hand/Labourer. St Joseph's College delivers the Certificate II in Agriculture with a specific focus on Viticulture through our College Vineyard.

## VCE VET Agriculture 1 and 2

### Units 1 and 2 (Year 1)

In Units 1 and 2, students partially complete a Certificate II in Agriculture. They will receive a Statement of Obtainment at the conclusion of the units.

They undertake study in:

Code	Title: Units of Competency	Hrs
AHCOHS201A	Participate in Work Health and Safety processes	30
AHCWRK209A	Participate in environmentally sustainable work practices	30
AHCPMG202A	Treat plant pests, diseases and disorders	30
AHCLSK213A	Clean out production sheds	30
AHCPHT202A	Carry out canopy maintenance	20
AHCPHT201A	Plant horticultural crops	25

## VCE VET Agriculture 3 and 4 (Year 2)

### Units 3 and 4

In Units 3 and 4, students who complete a Certificate II in Agriculture. They will receive a Statement of Obtainment at the conclusion of the units.

They undertake study in:

Code	Title: Units of Competency	Hrs
AHCINF202A	Install, maintain and repair fencing	30
TLID1001A	Shift materials safely using manual handling	30
AHCINF203A	Maintain properties and structures	30
AHCMOM203	Operate basic machinery and equipment	30
HLTAID002	Provide basic emergency life support	30
AHCWRK213	Participate in workplace communications	
AHCMOM204	Undertake operational maintenance of machinery	20
AHCWRK212	Work effectively in industry	25

# BUILDING and CONSTRUCTION

(RTO 21710 St Joseph's College)

22614VIC Certificate II in Building and Construction Carpentry (Pre-apprenticeship) is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip students with the ability to work safely in the industry.

## Units 1 and 2 (Year 1)

In Units 1 and 2, students complete a Certificate II in Building and Construction: recognition of two or more units at Units 1 and 2 level.

Students undertake study in:

Code	Title: Units of Competency	Hrs
CPCCWHS1001	Prepare to work safely in the construction industry	6
CPCCOHS2001	Apply OHS requirements, policies and procedures in the construction industry	20
CPCCCM2006	Apply basic levelling procedures	8
VU23321	Perform basic setting out	24
HLTAID010	Provide basic emergency life support	12
VU22016	Erect and safely use working platforms	24
CPCCCM1015	Carry out measurements and calculations	20
CPCCM1014	Conduct workplace communication industry	20
VU23313	Interpret and apply basic plans and drawings	25
VU23322	Construct basic sub-floor	48

## Units 3 and 4 (Year 2)

In Units 3 and 4, students who complete a Unit 3 and 4 sequence will be eligible for an increment towards their ATAR.

Students undertake study in:

Code	Title: Units of Competency	Hrs
VU23320	Identify and handle carpentry tools and equipment	100
VU23328	Dismantle basic timber structures	20
VU23323	Construct basic wall frames	48
VU23324	Construct a basic roof frame	40
VU23326	Install basic window and door frames	24
VU23325	Install basic external cladding	24
VU23312	Prepare for work in the building and construction industry	18

# ELECTROTECHNOLOGY (PRE-VOCATIONAL)

(RTO 21710 St Joseph's College)

Students enrolled in 22682 Certificate II Electrotechnology (pre-vocational) will have the opportunity to Increase their job employability in the electrical, security systems or refrigeration and air conditioning trades. In this electrotechnology studies pre-apprenticeship course, they will learn the basics of electrical theory and maths and gain practical skills to help them find work in the industry.

They will be trained by industry professionals how to interpret electrical drawings, operate safely in an electrical workshop, identify, select and use equipment in an electrotechnology environment, interact with clients and deliver a quality service.

## Units 1 and 2 (Year 1)

In Units 1 and 2, students complete a Certificate II in Electrotechnology: recognition of two or more units at Units 1 and 2 level.

Students undertake study in:

Code	Title: Units of Competency	Hrs
CPCCOHS1001A	Work safely in the construction industry	6
UEERLOO1	Attach cords and plugs to electrical equipment	20
UEECD0007	Apply occupational health and safety regulations, codes and practices in the workplace	20
UEECD0019	Fabricate, assemble and dismantle utilities industry components	40
UEECD0042	Solve problems in ELV single path circuits	40
UEECD0020	Fix and secure electrotechnology equipment	20
VU23736	Prepare for work in electrotechnology industry	30
UEECD0052	Use of routine equipment/plant/technologies sin an energy sector environment	60

## Units 3 and 4 (Year 2)

In Units 3 and 4, students who complete a Unit 3 and 4 sequence and will be eligible for an increment towards their ATAR.

They undertake study in:

Code	Title: Units of Competency	Hrs
VU23480	Perform intermediate engineering computations	40
VU23735	Install a sustainable extra low voltage energy power system	30
HLTAID001	Provide First Aid	18
UEERA0035	Establish the basic operating conditions of air conditioning systems	20
VU23737	Use test instruments in the electrotechnology Industry	20
VU23738	Plan and complete a basic electrotechnology project	40
VU23739	Carry out basic network cabling for extra low voltage equipment and devices	30

# PLUMBING – PRE-APPRENTICESHIP

(RTO 21710 St Joseph's College)

## Units 1 and 2 (Year 1)

22701VIC Certificate II in Plumbing (Pre-Apprenticeship) is designed for students wanting to enter the plumbing industry to become apprentice plumbers. It will provide the knowledge and practical skills associated with working in the plumbing industry and equip students to become apprentice plumbers.

First-year classes are undertaken at St Joseph's on Thursday afternoons (1.30pm-5.30pm) and involve both a classroom and workshop-based mode of delivery.

In Units 1 and 2, students complete a Certificate II in Plumbing (Pre-Apprenticeship): recognition of two or more units at Units 1 and 2 level.

Code	Title: Units of Competency	Hrs
CPCCWHS1001	Prepare to work safely in the construction industry	6
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	20
VU23981	Identify career pathways in the plumbing industry	30
BSBWRT311	Write simple documents	30
CPCPCM2039	Carry out interactive workplace communication	10
CUAACD313	Produce technical drawings	50
VU23983	Prepare to work in the plumbing industry	20
CPCCCM1015	Carry out measurements and calculations	20
VU23988	Use plumbing pipes, fittings, and fixtures to simulate plumbing installations	30
HLTAID010	Provide basic emergency life support	12
VU23986	Use basic plumbing hand tools	50

## Units 3 and 4 (Year 2)

22569VIC Certificate II in Plumbing (Pre-Apprenticeship) is designed for students wanting to enter the plumbing industry to become apprentice plumbers. It will provide the knowledge and practical skills associated with working in the plumbing industry and equip students to become apprentice plumbers.

Students undertake study in:

Code	Title: Units of Competency	Hrs
VU23047	Cut and penetrate building materials and structures	30
VU23052	Use and apply basic levelling equipment for plumbing	8
VU23048	Fabricate simple plumbing pipe systems	30
VU23055	Use basic power tools	20
VU23050	Perform basic oxy-acetylene welding and cutting	20
VU22053	Use basic electric welding equipment and techniques	20
CPCCCM2001	Read and interpret plans and specifications	36
VU23046	Apply basic sheet metal practices	50

## External VET Subjects available through the Mullum VET Cluster

Course	Location
Acting (Screen)	Australian College of Dramatic Arts
Allied Health Assistance	Swinburne University
Animal Studies	Box Hill Institute
Automotive	Ringwood Training
Creative Industries	Swinburne University
Community Services	Swinburne University
Design Fundamentals	Swinburne University
Engineering Studies	Swinburne University
Health Services Assistant	Swinburne University
Hospitality	Aquinas College
Information Technology (Gaming)	Ringwood Training/Swinburne University
Kitchen Operations	Aquinas College
Music – Sound Production	Aquinas College

### Entry Requirements

Any student applying for a VET subject must complete a VET Application Form. Admission to VET subjects at St Joseph's College is dependent on the successful completion of previous studies, if applicable and other entry criteria. Some VET subjects have additional charges which are passed onto families as part of the College Fees.

Further inquiries regarding VET subjects can be addressed to Mrs Vivienne Egan, Director of RTO and Pathways.

# Victorian Certificate of Education

## Accelerated Learning Program

This program aims to provide challenging learning opportunities to those students who have met the criteria by offering them the opportunity to take Unit 1 and 2 (Year 11) sequence studies if they are entering Year 10, and Unit 3 and 4 (Year 12) sequence studies if they are entering Year 11. Students completing a Unit 3 and 4 sequence at Year 11 gain the additional advantage of adding to their ATAR with a 10% increment to their aggregate study score at the completion of their Year 12 year.

### Entry into the Program:

Those Year 10 students currently studying a VCE Unit 1 and 2 will have the opportunity of continuing with the Unit 3 and 4 sequence of that study in their Year 11 program provided they have maintained a high level of achievement in that study (B+ average). Even so, they **will need to apply** for the opportunity to do this.

Year 10 students who demonstrate a very high level of achievement will be eligible to apply for entry to the Accelerated Learning Program through the study of a VCE Unit 3 and 4 (Year 12) sequence in their Year 11 program, provided their demonstrated level of achievement is high and they have followed the **application process**.

The application process ensures that students do not select inappropriate programs.

### Criteria to undertake an Accelerated Learning Program:

Students wishing to enter the program should indicate their intentions on the Course Selection Form. They should discuss their intentions with their parent, relevant subject teachers and the relevant Learning Leader.

### Continuation of Acceleration

Continuation in acceleration program is dependent upon the student achieving a B+ average in the accelerated subject whilst maintaining a balanced approach to completion of all his studies. Where this is not achieved, the student's participation in the program will be reviewed.

Please note that preference will be given to Year 12 Students in accessing Unit 3 and 4 studies. Moreover, each student's individual circumstances will be considered. In special circumstances students may be allowed to access the program that do not meet the above criteria. Subject selection will be based on Semester One results, but these must be confirmed by the Semester Two Reports.

# Glossary of VCAA Terms

**ATAR:** Australian Tertiary Admission Rank. The ATAR is calculated by VTAC from Unit 3 and 4 sequence Study Scores in the primary four (English and the three best other subjects) plus 10% of any fifth or sixth subjects. The ATAR is passed on to selection authorities in each institution.

**EXAMINATIONS:** Tests defined and scheduled by VCAA.

**GAT:** The General Achievement Test. Undertaken by all students studying Unit 3 and 4 sequences. Results are used by VCAA to assist with statistical moderation of school assessed coursework.

**OUTCOMES:** Students are required to achieve and demonstrate competency in skills outlined by the VCAA in the Study Design for a Study, content and processes to be judged as satisfactorily completing a unit of study.

**PREREQUISITE STUDIES (TERTIARY):** VCE subjects required for entry into tertiary courses. These are published two years in advance giving due warning of any changes and are specific for the appropriate year. These studies must be satisfactorily completed before students can be considered for that tertiary course. Some courses require that a particular level of performance must also be achieved before that study can be counted as a prerequisite.

**SCALING:** This process of adjusting study scores is for tertiary selection purposes only. This procedure will be carried out by VTAC on behalf of the tertiary institutions.

**SCHOOL ASSESSED COURSEWORK (SAC):** Assessment conducted by subject teachers, usually comprising a number of short tasks.

**SCHOOL ASSESSED TASK (SAT):** An extended assessment task conducted by subject teachers.

**STUDY:** A 'subject'. Comprises four semester length units. Units 1 and 2 are generally undertaken in Year 11 Units 3 and 4 are completed as a sequence, generally in Year 12. Only the results of Unit 3 and 4 sequences are used to generate scores for the ATAR.

**VCAA:** Victorian Curriculum and Assessment Authority. The government body responsible for the delivery and assessment of curriculum in Victoria.

**VCE:** Victorian Certificate of Education. A senior secondary qualification with the focus on preparation for, and admission to tertiary education; completed in the final two years of secondary schooling.

**VCE VM:** VCE Vocational Major. A senior secondary qualification with the focus on applied learning; completed in the final two years of secondary schooling.

**VET:** Vocational Education and Training. These courses are industry defined and delivered to industry standards. VET studies contribute to the VCE and VCE VM in a range of ways.

**VTAC:** The Victorian Tertiary Admissions Centre is the agency of Victorian tertiary institutions responsible for administering a joint selection system into those institutions. It does not select applicants.

# APPENDIX 1

## PLANNING GRIDS

When selecting a course of study for VCE it is advisable to plan for the two years of the complete VCE. To assist with planning the course, blank planning grids have been provided below. Also included is a sample planning grid.

### Sample Planning Grid

Year 11	Semester 1	Religious Education	English Unit 1	Mathematical Methods Unit 1	Physics Unit 1	Modern History Unit 1	Biology Unit 1	Specialist Mathematics Unit 1
	Semester 2	Religious Education	English Unit 2	Mathematical Methods Unit 2	Physics Unit 2	Modern History Unit 2	Biology Unit 2	Specialist Mathematics Unit 1
Year 12	Semester 3	Religious Education	English Unit 3	Mathematical Methods Unit 3	Physics Unit 3	History: Revolutions Unit 3	Specialist Mathematics Unit 3	
	Semester 4	Religious Education	English Unit 4	Mathematical Methods Unit 4	Physics Unit 4	History: Revolutions Unit 4	Specialist Mathematics Unit 4	

### Planning Grid

Year 11	Semester 1	Religious Education	English Unit 1					
	Semester 2	Religious Education	English Unit 2					
Year 12	Semester 3	Religious Education	English Unit 3					
	Semester 4	Religious Education	English Unit 4					

## Planning Grid

Year 11	Semester 1	Religious Education	English Language Unit 1					
	Semester 2	Religious Education	English Language Unit 2					
Year 12	Semester 3	Religious Education	English Language Unit 3					
	Semester 4	Religious Education	English Language Unit 4					