



SENIOR PATHWAYS HANDBOOK 2024



College Values

RESPECT

Treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.

EXCELLENCE

Achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen.

RESPONSIBILITY

Taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

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HANDBOOK ACRONYMS

ATAR	Australian Tertiary Admission Rank
CAP	Career Action Plan (formerly MIP)
GAT	General Achievement Test
HES	Higher Education Study
LOTE	Languages other than English
MSV	Monbulk Student Voice
SAC	School-assessed Coursework
SAT	School-assessed Task
TAFE	Tertiary Entrance Requirements
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VCE VET	VCAA – managed VET programs comprised of VCE Vet units
VCE VM	Victorian Certificate of Education – Vocational Major
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

INTRODUCTION

Monbulk College was established in 1962. Set in eight hectares of native gardens and bush land, Monbulk College is a Year 7-12 co-educational school drawing its students from the communities of the Dandenong Ranges.

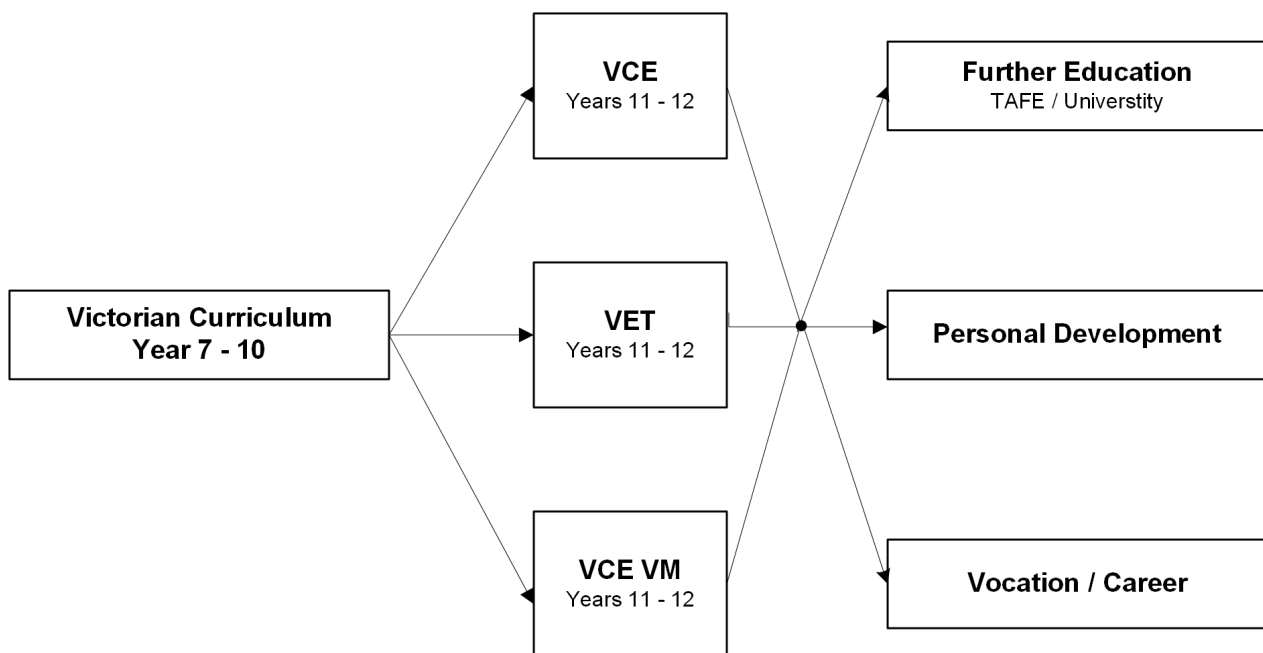
The College offers its post-compulsory students a wide range of services that include:

- A comprehensive curriculum within the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the new Victorian Certificate of Education Vocational Major (VCE VM).
- Access to School Based Apprenticeships and Traineeships (SBATs).
- Access to excellent facilities and equipment, including the College library, sports stadium, theatre, arts and technology complexes, and VCE study rooms.
- Opportunities to enhance their learning through participation in College leadership, co-curricular and acceleration programs.
- Individual support and attention through its career and pathways programs, as well as its student welfare, learning support, and year level programs.

SENIOR PATHWAYS AT MONBULK COLLEGE

Senior Pathways refers to the options available to senior students as they move through Years 10, 11 and 12. While Year 10 students are still completing the compulsory Victorian Curriculum, they are able to select a range of electives and have the opportunity to discuss their future aspirations in individual pathways interviews.

Monbulk College provides a variety of pathway options to cater for the diverse needs of its students. At Years 11 and 12, students have the option of completing the Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) or an unscored VCE and apprenticeship or traineeship with an SBAT. Students are supported to select individual pathways that will lead to their preferred life goals in vocation, personal development or further education.



From 1 January 2010, all Victorian students must complete Year 10. After Year 10 and until the age of 17 students must be:

- in school, or registered for home schooling, OR
- in approved education or training (e.g., TAFE, traineeship, apprenticeship), OR
- in full-time paid employment, OR
- in a combination of 1, 2 and/or 3
- for a minimum of 25 hours per week.

A wide range of studies are offered to meet the diverse interests and ambitions of students. Post-compulsory education links schooling, further study and the world of work, to cater for all students. It offers students the opportunity to shape their program of studies to suit their capabilities, interests and goals.

SENIOR PATHWAYS AT MONBULK COLLEGE

All teachers at Monbulk College are committed to assisting students develop their skills and potential. Each student is provided with careful advice on course selection, and the College careers and welfare staff assist students with specific concerns about their studies and future pathways. Parents are informed about their student's course options at information sessions and through the College News. Parents are welcome to discuss their student's progress with the Year Level Team Leader, Careers Manager, Senior School Leader or Welfare Coordinator.

The College offers a wide range of programs to meet the diverse needs of students, including VCE units in The Arts, English, Health & Physical Education, Humanities, Languages other than English (LOTE), Mathematics, Science, and Technology, as well as the College VET programs, VCE VM and SBATs.

Active student leadership is encouraged by participation in the College's sport, debating, music and drama programs, through student involvement in Student Leadership Team, Monbulk Student Voice (MSV) and the College Council.

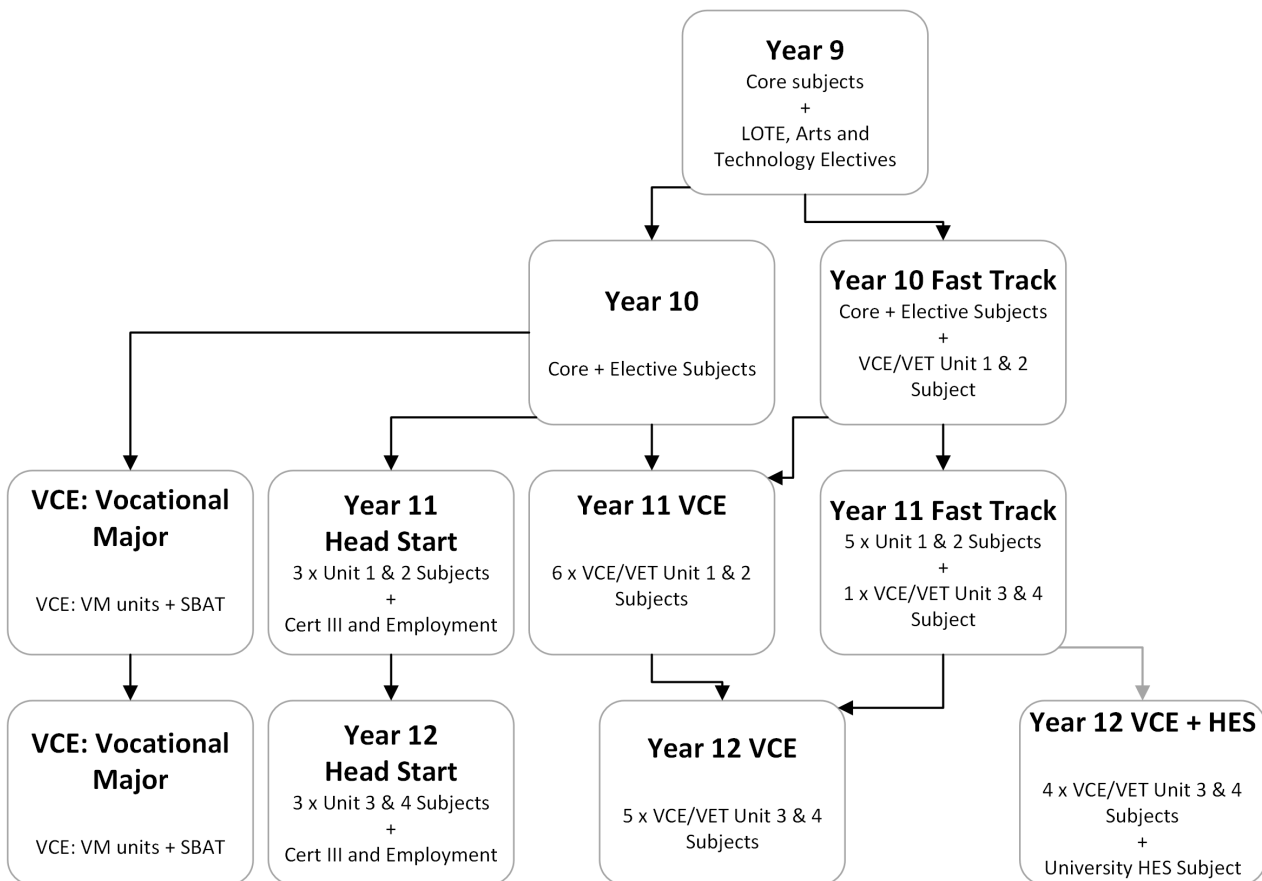
Getting the most out of your senior years and preparing for the future requires balance in your activities. Your academic achievements are important, but they must be balanced with other facets of your life. Similarly, part-time work and sporting activities must not be allowed to overshadow study time.

An important aspect to success in VCE is communication between students, teachers and parents. College staff are available to support you and to help you make the most of your senior years.

Year 12 Team Leader:	Glenn Rockelmann
Year 11 Team Leader:	Alex Stott
Year 10 Team Leader:	Rebecca Noone
VCE VM Team Leader:	Ellen McDonald
Careers Manager:	Glenn Rockelmann
Curriculum Leader:	Felicity Mills
Senior School Leader:	Ché Gittus
Assistant Principal:	Kevin Osborne
Student Welfare Coordinator:	JP Giuliani

PATHWAYS PLANNING PROCESS – FROM YEAR 9

At Monbulk College, we plan pathways with students from Year 9 onwards. This is an ongoing process with students which includes careers education, Morrisby careers profiling, and information sessions about pathways and subject selection. This process supports students to make informed decisions about their senior courses and the path they would like to follow through the College and beyond.



Note: Students may transfer from a full VCE program into a vocational pathway at any stage across their schooling. Any considerations for a change of subject and/or pathway should be discussed with the Year Level Team Leader and the Careers Manager. Changes between a VCE program and vocational pathway can have implications on the timeline for completing the VCE and VCE VM.

YEAR 10

The Year 10 curriculum offers a diverse range of subjects, allowing students to undertake a general course of study or begin to specialise and gain valuable knowledge for their VCE studies. Students may elect to study:

- Core Year 10 Curriculum
- Year 10 Curriculum, including a VCE or VCE VET Unit
- Vocational Pathway Subjects

The Year 10 curriculum consists of a combination of core and elective units, designed to cover the eight Learning Areas. Students at this level complete six units per semester. Each unit is studied in greater depth, over four periods each week.

English and Mathematics are CORE subjects and must be studied in Semester 1 and 2. Students may complete up to four other subjects across the Learning Areas each semester, for a total of up to 8 per year. With the exception of Languages, Science Full Year elective and VET Music, which are studied in both semesters. Students should consider a breadth of studies and not undertake more than two units in any one area.

As a College, we encourage students to consider undertaking a VCE Unit as part of their Year 10 studies as this provides extension, challenge and an introduction into the requirements of VCE Units prior to their full VCE study in Year 11 and 12. VCE VET Music and VET Workplace Skills are specifically made available to Year 10 students.

Students are also able to express interest in all other VCE Unit 1 & 2 subjects and will be allocated a place based on pre-requisite requirements and availability (priority is given to Year 11 students).

The Year 10 subject selection process involves pathways sessions for students, parent information sessions, pathways planning forms and pathways interviews in Term 3 each year.

VCE: VICTORIAN CERTIFICATE OF EDUCATION

Students select a program of studies from the units offered by the College. Some students may choose to include vocational studies (VET) in their program.

Most studies have 4 units and each unit lasts one semester or half-year. Units 1 and 2 are usually taken in Year 11, while Units 3 and 4, which are more advanced, are usually taken in Year 12. However, some students 'fast track' and study a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 subject in Year 11. It is important to note that while you may take Units 1 and 2 as single units i.e., just Unit 1 or 2 of a study, you must take Units 3 and 4 as a sequence.

Satisfactory Completion of the VCE

To be awarded the VCE a student must satisfactorily complete a minimum of **16 Units**, which must include:

- 3 of the 4 Units from the 'English Group' that includes English or Literature Units 1 to 4

And

- 3 sequences of Unit 3 and 4 in studies other than from the 'English Group'.

A satisfactory pass in Units 3 and 4 of English is required to gain an ATAR score. An ATAR score and a VTAC application are required for courses at all recognised tertiary institutions.

A unit of study is satisfactorily completed when the specified learning outcomes are satisfactorily completed. A student must successfully complete all outcomes in a unit to gain a satisfactory result in that unit. These learning outcomes are specified in the study design for each study. They describe the knowledge and skills you should have achieved by the time you have completed a unit. Each unit of each study has between 2 and 4 outcomes.

For all studies, your school decides whether you have satisfactorily completed a unit by achieving the learning outcomes. School Assessed Coursework is set and marked within the school. You will need to plan to get all your work done by the time it is due. Failure to meet deadlines may mean unsatisfactory completion of a unit.

At Monbulk College, a Senior School full time study load is considered to be:

- Year 11: 6 subjects from Units 1 and 2 in Year 11 (total of 12 Units).
- Year 12: 5 subjects from Units 3 and 4 (total of 10 Units).

NOTE:

Some Year 10 students may choose to take a VCE Unit 1 or 2, whilst Year 11 students may study a Unit 3 and 4 sequence but this requires consideration of previous results and College approval.

SBAT: SCHOOL BASED APPRENTICESHIP AND TRAINEESHIPS

Students who are seeking completion of their VCE but would also like to commence an apprenticeship or traineeship through the support of a school-based program may like to undertake an SBAT. This means that they will be able complete an unscored VCE or VCE VM alongside an apprenticeship/traineeship in a range of industries.

In an unscored VCE and SBAT program, students complete 3 units of VCE subjects per semester in Years 11 and 12 (12 units) and 4 recognised Certificate III units whilst at TAFE during Years 11 and 12 to total the 16 required units. They also work 2 days a week with an employer within their chosen industry.

VCE VM: VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is a two-year senior secondary certificate that is completed over Years 11 and 12 and replaced VCAL in 2023. Four new subjects that have been added to the VCE which make up the core of a VCE VM program. These are Literacy, Numeracy, Work Related Skills and Personal Development Skills. There are subject descriptions for each of these studies in this handbook.

Like VCAL (Victorian Certificate of Applied Learning), the VCE Vocational Major takes what is called an 'Applied Learning approach.' Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score or an ATAR (Australian Tertiary Admission Rank). Students who satisfactorily complete the requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Whilst most VCE VM students would complete a total program of VCE VM subjects, some students may also include accredited VCE units and Vocational Education and Training (VET) modules that meet national and State quality requirements. Where VCE units and VET modules are used in a VCE VM program, current assessment requirements will apply.

School Based Australian Apprenticeships (Traineeships) are an option for students as part of their VCE VM. School Based New Apprenticeships are recommended for students who are unlikely to complete a traditional VCE and would prefer to combine their studies with training and employment in industries where they are likely to seek future employment or apprenticeships.

The College offers a number of Australian School Based Apprenticeships to students. Under this scheme, students spend two days per week at school, one day per week at TAFE and up to two days per week in the work place over two-years. On completion of the two-year School Based Apprenticeship, students will have completed their VCE VM and gained a nationally recognised traineeship in their chosen industry, with most students gaining full-time employment or an apprenticeship. However, it is possible to return to undertake another training program, enter into Diploma level courses at TAFE or University in some industries.

SATISFACTORY COMPLETION OF VCE VM

To successfully complete the VCE VM there are a number of requirements that need to be met.

Like VCE, students must successfully finish at least 16 units, to attain the VCE VM this must include:

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

The VCE VM program is comprised of the units described in this handbook and/or a selection of VCE and VET units.

VET PROGRAMS

The College offers VCE VET and VET programs that reflect the employment focus of the Monbulk area. VET Certificate currently offered include:

VCE VET CREATIVE AND DIGITAL MEDIA (CERTIFICATE 3 in SCREEN AND MEDIA)

In 2024, this certificate is offered at Units 3 and 4 only at the College. Modules for this certificate include but are not limited to:

Unit 3 & 4:

- Write content for a range of media
- Create 2D animations
- Author interactive sequences

VCE VET MUSIC (CERTIFICATE III IN MUSIC: MUSIC PERFORMANCE SPECIALISATION)

This certificate is offered within the College, across Units 1-4

Units 1 and 2 include composition and performance electives, as well as core studies in: working effectively in the music industry; applying knowledge of style and genre to music industry practice; copyright and OH&S. Students will also have the opportunity to record their original compositions.

Units 3 and 4 offer scored assessment in preparing and performing music as part of a group or as a soloist, developing improvisation, stagecraft and technical skills.

VET CERTIFICATE II IN WORKPLACE SKILLS

This certificate is offered to Year 10 students looking to move into a vocational pathway.

Other Programs such as in Beauty, Hairdressing and Hospitality can be pursued in certain circumstances in co-operation with the VET Mullum Cluster and other Registered Training Organisations.

VET subjects contribute to satisfactory completion of the VCE and VCE VM. VCE VET units at Unit 3 & 4 level contribute to a student's ATAR score for tertiary studies and credit transfer for TAFE courses.

Further information about each of the VET subjects is available in the subject descriptions.

ASSESSMENT AND REPORTING

The College reports on student progress through continuous reporting available to parents and guardians through the school management system, Compass.

Satisfactory completion of a VCE or VCE VM unit is based on whether a student has demonstrated achievement of the outcomes specified for the unit. This decision is made by the teacher considering the student's performance in assessment tasks (VCE) or other coursework (VCE and VCE VM).

The Victorian Assessment and Curriculum Authority (VCAA) outlines assessment tasks in each VCE and VCE VM unit study design and advises schools on the scope of assessment tasks and criteria for assessment. Schools report satisfactory completion results to VCAA and these are recorded on each student's Statement of Results.

At VCE Units 1 and 2, the College also reports on levels of achievement in school-based assessment tasks.

However, at VCE Units 3 and 4, the VCAA supervises teachers' assessments of levels of achievement by designating the school-assessed coursework or tasks, and by setting and marking external examinations. Teachers' assessments of school-assessed coursework and tasks are reported to the VCAA and contribute to a student's final score in each study. The final assessments for school-assessed coursework, tasks, and external examinations are used by the VCAA to calculate the student's study score, which is then used to calculate the ATAR score used for tertiary entrance. At midyear, all students taking a Unit 3 and 4 sequence must sit a General Achievement Test (GAT), which the VCAA uses to check school assessments.

Unscored VCE and SBAT: Students undertaking the unscored VCE and SBAT program do not sit the external Unit 3 and 4 exams and do not receive a score for their VCE. They do not receive an ATAR, however, they must successfully complete all Outcomes in all Units to complete their VCE.

This handbook outlines the outcomes and assessment tasks for VCE units offered by the College. It should be noted that assessment tasks vary from year to year and that the descriptions in this handbook are only a guide to assessment of levels of achievement. VCE teachers will give students comprehensive information and advice during their studies.

In VET units (modules), a student is designated as Competent if all outcomes are satisfactorily demonstrated. Pending satisfactory completion, all VET units are designated as Not Yet Competent for each student.

COURSE SELECTION

The College assists every student to carefully plan their post-compulsory course of study. The College is committed to providing a comprehensive post-compulsory curriculum that will maximise student opportunity for future pathways, either tertiary or vocational. The Careers Manager along with staff providing course counselling advise students about selecting appropriate courses.

As part of the course selection process, the College surveys all students to determine their preferred pathways and expressions of interest in units of study. The students' preferences are then matched to the College's resources to ensure that a best fit is made to maximise the delivery of most first preferences for most students.

WORK PRACTICES

Monbulk College has developed procedures for the satisfactory completion of units of study.

Under the VCE, gaining an 'S' requires the student to demonstrate that they:

- have produced work that meets the required standard of the outcomes
- have submitted the work on time.
- have submitted work that can be authenticated as their own.
- have not breached other rules.

The following rules apply to assessment tasks:

- Assessments will generally be undertaken under suitable test conditions for the task.
- Students must work individually and be separated as much as practicable.
- There should be no talking after the commencement of the task.

Breaches of these rules will result in students having to leave the classroom. They will not be allowed to make up the time. In some cases, in keeping with directions of the Study Design, students may bring prepared material (tables, graphs, research notes) into the room for a SAC. The prepared work should necessarily be presented in a different format to the way the school assesses coursework tasks.

Under special circumstances, a student may be granted an extension of time to complete coursework. This extension should be negotiated with the classroom teacher at least 2 days before the due date and an extension application form should be completed. It is the student's responsibility to apply for an extension and any such application should be supported by additional information such as a medical certificate.

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress are produced regularly.
- Each time changes are made the work is saved onto a back-up file.

The back-up file should not be stored with the computer.

EXAMS & GUIDELINES

Exams at Monbulk College are taken seriously. Students in Year 10, 11 and 12 will undergo examinations as part of their assessment.

Students will:

- have 10 minutes reading time at the beginning of their exam.
- only be allowed to enter the exam during reading time if they arrive late to their exam; otherwise, students missing exams will need to complete their exams during the 'catch up' period.
- raise their hand if they require something, and the supervisor will attend to their request.
- place all non-exam material on the floor under their chair. Permitted items include pens, pencils, pencil sharpeners, erasers, highlighters (not pencil cases); and when required by the examination – calculators, dictionaries, study notes.
- be encouraged to read over their exam before submitting to the supervising teacher.

Students will not:

- look at anyone else's exam, only their own.
- communicate (talk, make eye contact, pass notes) at any time inside the exam room.
- be permitted to leave the exam room once the exam has commenced.
- be permitted to leave early if their exam has been completed. Students may bring reading materials, e.g. novel, to read if they finish their exam early.
- bring electronic devices into the examination room. If they are seen, they will be confiscated and only returned at the conclusion of the examination period.

Further information about the externally set Unit 3 and 4 Examination Timetable (assigned by VCAA) can be found here:

<https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx>

THE GENERAL ACHIEVEMENT TEST

The GAT is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. It is an essential part of the VCE assessment procedures, although it does not form part of a satisfactory completion for VCE or contribute to your VCE results or your ATAR. The VCAA uses the GAT to check that all schools are marking to the same standard in their school assessments and to check its own marking of school-assessed work and of examinations. These checks are an important part of ensuring that the VCE is fair to everyone. Where a school's assessments for a study disagree with the school's GAT results by a large margin, the VCAA will review the school's assessments in that study.

The GAT is broken into two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE or scored VCE VET Unit 3 –4 sequence, will be required to sit Sections A and B of the GAT. VCE VM students and Unscored VCE students will be required to sit Section A of the GAT.

Further information about The GAT can be found here:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/Index.aspx>

STUDENT ATTENDANCE

To make the most of your educational opportunities at the College, you are expected to be in all scheduled classes unless there is a valid reason for absence.

Absences

It is **your** responsibility to ensure all absences are explained. In order to satisfactorily complete each unit, students must attend 90% of classes in each unit. We recognise that some absences are not of a serious nature and in these cases a note from the parent/guardian explaining the absence is required. Where absence is due to a medical/dental appointment, please arrange a certificate and send a note. Parents must keep in mind that absences without a medical certificate must be below 10%. If students are in danger of failing a unit due to poor attendance, the Year Level Team Leader will notify parents in writing.

If students are absent from class they will be required to catch up the work that they missed. Lesson plans are available to students on Compass and these should be used to catch up on what has been missed in class. In Year 11, students should negotiate with each teacher involved as to the most appropriate way to get their work completed. In Year 12, the situation is different as there are selected School Assessed Coursework tasks that must be completed under test conditions. These tasks are in different formats depending on the subject involved.

Students with unapproved absences who miss School Assessed Coursework tasks will not be able to complete these tasks. They will not get marks for that coursework and their overall school assessed coursework mark (usually made up of marks for at least 3 tasks) will be lower.

Students with medical/approved absences where appropriate, can complete School Assessed Coursework tasks under test conditions when they have private study by arrangement with their teacher. In other situations where students are required to complete practical investigation or demonstration etc., students must arrange this with their teachers.

PRIVATE STUDY

Most Year 12 VCE students at Monbulk College will have unsupervised private study periods available to them during normal class time. During these periods, students must choose to work in the Senior Centre, library or classrooms available for VCE private study periods.

Students may not leave the College during private study periods.

If a teacher is absent and the class has not been covered by another teacher, students are expected to remain in that classroom or VCE Centre and work quietly

VCE, VCE VET & VCE VM UNIT DESCRIPTIONS

The following unit descriptions are organised into alphabetical order.

- VCE courses that students in Year 11 and 12 may undertake
- VET courses that students in Year 10, 11 and 12 may undertake
- VCE VM subjects

More detailed information about each unit is contained in the VCAA and study designs and is presented to students as they undertake their studies.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

Monbulk College offers VET (Vocational Education and Training) studies at Certificate II and III Level.

The Learning Area Leaders, who have prepared this information for staff, students and parents, welcome enquiries from students and parents about courses of study.

VCE: ART CREATIVE PRACTICE

In the study of VCE Art Creative Practice students will study a variety of artworks, the practices of artists and their role in society. Students will develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes within their chosen artform/s.

Students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking as they are challenged to articulate their understanding of the meanings and messages contained within artworks. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Students build an understanding of how artists communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. Students view artworks and investigate the working practices of artists from different cultures and periods of time.

In making artworks, students use a range of materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret the ideas and issues that are raised by artworks and by artists in their practice.

The inclusion and acknowledgement of a range of Aboriginal and Torres Strait Islander artists, artworks, practices and content will assist in the building of intercultural understanding for all students.

VCE: ART CREATIVE PRACTICE

Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students focus on the making of art and examine how artists communicate ideas and meaning in artworks. They study artists in different societies, cultures and historical periods and 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.

Students use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and a range of inspiration. They experiment with a range of approaches to develop technical skills.

Outcome 1: Artists, artworks and audiences

On completion of this unit the students should be able to discuss the practices of three artists and consider the ways these artists use visual language to communicate ideas and meaning.

Outcome 2: The Creative Practice

Students explore materials, techniques and processes within a range of three selected artforms to develop ideas and meaning. They produce visual responses informed by their exploration of personal interests and ideas linked to an investigation of chosen artists.

Outcome 3: Documenting and reflecting on the Creative Practice

On completion of this unit the student should be able to document and evaluate the components of their Creative Practice. Within this, students will evaluate their use of materials, techniques and processes used to make personal visual responses. This exploration will be progressively documented.

Assessment:

- Written component
- Folio including annotations
- Exam

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students investigate the artistic and collaborative practices of artists. They examine artworks from different periods of time and cultures, and explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students 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.

Outcome 1: The artist, society and culture

On completion of this unit students will analyse and compare the role and purpose of art in different cultural contexts and times. Students will examine the artworks created as well as the practices of artists from different historical and contemporary cultures and times.

Outcome 2: The collaborative Creative Practice

Students will explore collaborative practices to make and present artworks. Collaborative practice can include working with other students to create a collective artwork, working with practicing artists, or creating artworks that involve or collaborate with the audience through interaction and participation. On completion of this unit students should be able to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Outcome 3: Documentation of collaboration using the Creative Practice

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Assessment:

- Written component
- Folio including annotations
- Exam

VCE: ART CREATIVE PRACTICE

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

In this unit students explore ideas and materials, techniques and processes using the Creative Practice. Students research artists from differing historical and contemporary artists and this is the basis of their Creative Practice. Students investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 begins 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.

In Unit 3, students explore and develop ideas, and experiment with materials, techniques and processes within their own Creative Practice. Students research artworks and use reflective analysis and evaluation of their use of the Creative Practice.

Outcome 1: Investigation and presentation, Research and exploration

On completion of this unit students should be able to develop personal ideas using research that examines one artwork and the practice of an artist and produce at least one finished artwork using the Creative Practice.

Students present a critique to evaluate and reflect upon their use of the Creative Practice in Term 1. Students will evaluate how they have responded to inspiration and influences, and decide how they will move forward in their exploration and development of their Creative Practice.

Outcome 2: Personal investigation using the Creative Practice

On completion of this unit the student should be able to apply and explore ideas and an area of personal artistic interest using the Creative Practice. Students will use a range of materials, techniques and processes within their chosen artform/s and progressively evaluate and reflect upon their Creative Practice.

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

In Unit 4 students continue to develop their art practice as their research and exploration continues to support the development of their Body of Work. Students study the practices of selected historical and contemporary artists to inform their own art practice. Students analyse, compare and interpret the meanings of artworks produced by the artists they study. Students resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present an evaluation of their individual 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.

Outcome 1: Documentation and critique of the Creative Practice

Students develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the Creative Practice. They evaluate how they have responded to inspiration and influences throughout their Body of Work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form.

Outcome 2: Resolution and presentation of a Body of Work

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work. Students will refine and resolve their ideas, their use of materials, techniques and processes in selected art forms using the Creative Practice in a Body of Work.

Outcome 3: Comparison of artists, their practice and their artworks

On completion of this unit the student should be able to compare the practices of historical and contemporary artists analyse and interpret the meanings and messages of selected artworks.

Assessment

- School-assessed task (combined Unit 3 and Unit 4) contributes 60% to the final assessment.
- Studio production (folio of finished art work)
- End of year external examination contributes 30% to the final assessment.

VCE: BIOLOGY

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.

Outcome 1: How do organisms function?

On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2: How do plant and animal systems function?

On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Outcome 3: How do scientific investigations develop understanding of how organisms regulate their functions?

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Assessment Tasks

Reports on practical investigations and fieldwork activities

Data analysis

Media response

Problem solving

Presentation of an investigation

Tests

Exam

Unit 2: How does inheritance impact on diversity?

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

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

Outcome 1: How is inheritance explained?

On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2: How do inherited adaptations impact on diversity?

On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3: How do humans use science to explore and communicate contemporary bioethical issues?

On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Assessment Tasks

Reports on practical investigations and fieldwork activities

Data analysis

Media response

Problem solving

Presentation of an investigation

Tests

Exam

VCE: BIOLOGY

Unit 3: How do cells maintain life?

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

A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

Outcome 1: What is the role of nucleic acids and proteins in maintaining life?

On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2: How are biochemical pathways regulated?

On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Assessment Tasks

School-assessed coursework for Units 3 contributes 16 per cent to the final assessment:

Practical activities: Summary report of a practical activity related to a biochemical process; movement of substances across membrane; plant or animal response to stimuli or bacterial response to stimuli

Presentation: Annotated poster or oral or multimedia presentation on one aspect of the immune system

Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Outcome 1: How do organisms respond to pathogens?

On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Outcome 2: How are species related over time?

On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Assessment Tasks

School-assessed coursework for Units 4 contributes 24 per cent to the final assessment:

Practical activities: genetic cross using first-hand data; manipulation of DNA;

Research report: oral or written report demonstrating evolutionary relationships; response to an issue related to an application of gene technology, in the form of written, multimedia or poster

End of year external examination contributes 50 per cent to the final assessment.

VCE: BUSINESS MANAGEMENT

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.

Outcome 1: The business idea

On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Outcome 2: External environment

On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3: Internal environment

On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment Tasks

Case study analysis
 A school based, short term business activity
 Tests
 Analytical exercises
 Examination

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.

Outcome 1: Legal requirements and financial considerations

On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

Outcome 2: Marketing a business

On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3: Staffing a business

On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment Tasks

Case study analysis
 A school based, short term business activity
 Tests
 Analytical exercise
 Examination

VCE: BUSINESS MANAGEMENT

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Outcome 1: Business foundations

On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Outcome 2: Managing employees

On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Outcome 3: Operations management

On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment Tasks

School-assessed coursework contributes 25 per cent to the final assessment.

The student's performance on each outcome should be assessed using one or more of the following:

- Case study
- Structured questions
- Media analysis
- Tests

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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Outcome 1: Reviewing performance – the need for change

On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Outcome 2: Implementing change

On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Assessment Tasks

School-assessed coursework contributes 25 per cent to the final assessment.

The student's performance on each outcome should be assessed using one or more of the following:

- Case study
- Structured questions
- Media analysis
- Tests

End of year external examination contributes 50 per cent to the final assessment for both Units 3 and 4.

VCE: CHEMISTRY

Unit 1: How can the diversity of materials be explained?

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Outcome 1: How can knowledge of elements explain the properties of matter?

Students will investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

Outcome 2: How can the versatility of non-metals be explained?

On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

Outcome 3: Research investigation

Students will investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Assessment

Assessment tasks may be selected from the following:

For Outcomes 1 and 2:

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:

- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Outcome 1: How do substances interact with water?

On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

Outcome 2: How are substances in water measured and analysed?

On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

Outcome 3: Practical investigation

On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment

For this unit students are required to demonstrate achievement of three outcomes. Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:

- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.

VCE: CHEMISTRY

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 explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

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

Area of Study 1: What are the current and future options for supplying energy?

In this area of study students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment.

Area of Study 1: How can the rate and yield of chemical reactions be optimised?

In this area of study, students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society.

Assessment Tasks

Unit 3 school-assessed coursework contributes 20 per cent to the study score.

For Outcomes 1 and 2

- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.

Each task type can be selected only once across Units 3 and 4.

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.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Area of Study 1: How are organic compounds categorised and synthesised?

In this area of study students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

Area of Study 2: How are organic compounds analysed and used?

In this area of study students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.

Area of Study 3: How are organic compounds analysed and used?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent of the study score.

For Outcome 3

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

VCE: ENGLISH

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.

Unit 1: English

Area of Study 1: Reading and exploring texts

On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Area of Study 2: Crafting texts

On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Assessment Tasks

Suitable Assessment Tasks for Unit 1:

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

Unit 2: English

Area of Study 1: Reading and exploring texts

On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2: Exploring argument

On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Assessment Tasks

Suitable Assessment Tasks for Unit 2:

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

VCE: ENGLISH

Unit 3: English

Area of Study 1: Reading and responding to texts

On completion of this unit the student 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.

Area of Study 2: Creating texts

On completion of this unit the student should 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 Tasks

- An analytical response to text in written form.
- A written text constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: English

Area of Study 1: Reading and responding to texts

On completion of this unit the student 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.

Area of Study 2 - Analysing Argument

On completion of this unit the student 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 Tasks

- An analytical response to text in written form.
- An analytical response to argument in written form
- A point of view oral presentation

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

School-assessed coursework for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

VCE: FOOD STUDIES

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically source its 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 particular food-producing regions 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.

Outcome 1: Food From Around the World.

On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Assessment Tasks

The assessment for Outcome 1 is:

a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake.

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

- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast

Outcome 2: Food in Australia

On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

The assessment for Outcome 2 is a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

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 small-scale domestic 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.

Outcome 1: Food Industries

On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Assessment task

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

Outcome 2: Food in the Home

On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Assessment task

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

VCE: FOOD STUDIES

Unit 3: Food in daily life

Area of Study 1 – The science of food

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

- explain appetite, satiety and the sensory appreciation
- explain the physiology of digestion and its relationship to absorption and utilisation of macronutrients
- explain the role of diet and gut microbiota for health
- justify the science behind why the Australian Dietary Guidelines and the Australian Guide to Healthy Eating are credible sources of dietary information
- discuss the nutritional rationale of the Australian Guide to Healthy Eating
- evaluate the nutritional quality of foods and meals
- justify the substitution of ingredients in the management of food allergies and intolerances
- apply the healthy eating recommendations of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and, through practical activities, create nutritious meals to cater for a diverse range of needs

Area of Study 2 – Food choices, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

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

The assessment tasks are:

- a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs.

And, any one or a combination of the following:

- an annotated visual report
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short-written report: data analysis, media analysis, research inquiry or case study analysis.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

Unit 4: Food issues, challenges and futures

Area of study 1 – Navigating food information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

Area of Study 2 – Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

The assessment tasks are:

- A range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs

And, any one or a combination of the following:

- an annotated visual report
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short-written report: data analysis, media analysis, research inquiry or case study analysis.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 40 per cent to the study score.

VCE: HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

VCE: HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Area of Study 1: Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Area of Study 2: Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Area of Study 3: Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of 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 enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Area of Study 1: Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Area of Study 2: Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Assessment (for Units 1 and 2)

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

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

VCE: HEALTH AND HUMAN DEVELOPMENT

Unit 3: Australia's health in a globalized world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different

interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Area of Study 1: Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Area of Study 2: Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations.

Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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 burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students 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 capacity to take action.

Area of Study 1: Health and wellbeing in a global context

This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Area of Study 2: Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human

development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

VCE: MODERN HISTORY

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

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, including the causes and consequences of both World Wars. Revolutions explores the causes and consequences of revolution in Russia and China.

Unit 1: Modern History – Change and Conflict

In Unit 1 students explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed. World War One was also a significant turning point in modern history, with significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes had many unintended consequences that would lay the foundations for future conflict and instability across the world. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements. The period after World War One was characterised by significant social, political, economic, cultural and technological change. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

Outcome 1: Change and Conflict

On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Outcome 2: Social and Cultural Change

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Assessment tasks:

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

Unit 2: Twentieth-Century History (1945 – 2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. Technology also played a key role in shaping social and political change in different contexts.

Outcome 1: Causes and consequences of the Cold War

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2: Challenge and Change

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Assessment tasks:

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

VCE: HISTORY REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Unit 3: Revolutions - The Russian Revolution (26th October 1917 - 1927)

Outcome 1: Causes of Revolution

On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2: Consequences of Revolution

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment Tasks

- School assessment tasks may include:
- A historical inquiry
- Evaluation of historical sources
- Extended responses
- An essay

School-assessed coursework contributes 25 per cent to the final assessment.

Unit 4: Revolutions: The Chinese Revolution (Oct. 1949 - 1976)

The meaning of particular revolutions has continually been reconsidered and debated. Any study of a revolution should consider these debates and the reasons why different people have represented the history of the revolution differently. Students will study the French Revolution.

Outcome 1: Causes of Revolution

On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2: Consequences of Revolution

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment Tasks

School-assessed coursework contributes 25 per cent to the final assessment:

- School assessment tasks may include:
- A historical inquiry
- Evaluation of historical sources
- Extended responses
- An essay

The end of year examination will contribute 50 per cent to the final assessment for both Units 3 and 4.

VCE: JAPANESE (Second Language)

Studying a second language contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development and literacy. Monbulk College offers Japanese (Second Language).

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises close economic and cultural ties between the two countries.

Japanese (Second Language) is designed for students who, typically, will have studied for at least 400 hours at the completion of Year 12. This subject is for students who do not have a Japanese background, that is students who have acquired all the Japanese they know in an Australian school or similar environment. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study.

All Second Language studies have the same broad themes:

- The individual
- The speaking community
- The world

Each Language has its own set of nine to twelve topics and under each topic there are sub-topics.

The study of languages develops students' ability to understand and use a language, which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

VCE: JAPANESE (Second Language)

Unit 1

Area of Study 1: Interpersonal communication

Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.

Area of Study 2: Interpretive communication

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.

Area of Study 3: Presentational communication

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific purpose and audience

Assessment Tasks

Assessment tasks for this unit are selected from the following:

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

Unit 2

Area of Study 1: Interpersonal communication

Outcome 1

On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

Area of Study 2: Interpretive communication

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

Area of Study 3: Presentational communication

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Assessment Tasks

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

VCE: JAPANESE (Second Language)

Unit 3 – Available through VSL in 2024

Area of Study 1: Interpersonal communication

Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Japanese to resolve a personal issue.

Area of Study 2: Interpretive communication

Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Japanese.

Area of Study 3: Presentational communication

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Assessment Tasks

Assessment tasks for this unit are;

- A 3-4 minute role play, focusing on negotiating a solution to a personal issue.
- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
- An approximately 450 –ji personal, informative or imaginative piece of writing.

Unit 4 – Available through VSL in 2024

Area of Study 1: Interpersonal communication

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese

Area of Study 2: Interpretive communication

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Area of Study 3: Presentational communication

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

Assessment Tasks

Assessment tasks for this unit are selected from the following:

- A 3-4 minute interview providing information and responding to questions about a cultural product or practice.
- An approximately 450-ji written response for a specific audience and purpose, incorporating information from three or more texts
- An approximately 500-ji evaluative or persuasive piece of writing.

VCE: LEGAL STUDIES

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study 1: Legal Foundations

On completion of this unit the student should be able to describe the main sources and types of law, and evaluate the effectiveness of laws.

Area of Study 2: Proving guilt

On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Area of Study 3: Sanctions

On completion of this unit the student should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Assessment Tasks

Assessment in this unit may be selected from the following:

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

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1: Civil liability

On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Area of Study 2: Remedies

On completion of this unit the student should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

Area of Study 3: Human rights

On completion of this unit the student should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Assessment Tasks

Assessment in this unit may be selected from the following:

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

VCE: LEGAL STUDIES

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 criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Area of Study 1: The Victorian criminal justice system

On completion of this unit the student should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

Area of Study 2: The Victorian civil justice system

On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Assessment Tasks

The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1: The people and the law-makers

On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

Area of Study 2: The people and reform

On completion of this unit the student should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

Assessment Tasks

The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

VCE: LITERATURE

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

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

Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Unit 1

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Outcome 1: Reading practices

Respond to a range of texts and reflect on influences shaping these responses.

Outcome 2: Ideas and concerns in texts

Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Outcome 1: The text, the reader and their contexts

Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Outcome 2: Exploring connections between texts

Compare texts considering the dialogic nature of texts and how they influence each other.

VCE: LITERATURE

Unit 3

Not offered in 2024

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Outcome 1

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Outcome 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Assessment

School-assessed coursework contributes 25 per cent to the final assessment:

An analysis of how the form of a text influences meaning:

Students may: • compare a dramatised version of a scene or scenes from a text with the original text • compare a print text with the text's adaptation into another form • compare the performance of either a substantial individual text or group of texts with the original

A creative response to a text:

Students may: • submit an original piece of writing, presented in a manner consistent with the style and context of the original text

• re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view
AND

Students must submit:

A reflective commentary establishing connections with the original text.

Unit 4

Not offered in 2024

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Outcome 1

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Outcome 2

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

Assessment

School-assessed coursework contributes 25 per cent to the final assessment:

A written interpretation of a text using two different perspectives to inform their response.

Task 1

A written interpretation of a text, supported by close textual analysis.

AND

Task 2

A written interpretation of a different text from Task 1, supported by close textual analysis.

Students may:

- select and discuss the role and significance of particular sections of a text in interpreting the text as a whole
- analyse how certain literary features contribute to an interpretation of a text
- analyse the linkages, parallels and contrasts between different passages from a text.

End of year external examination contributes 50 per cent to the final assessment of both Units 3 and 4.

VCE: GENERAL MATHEMATICS

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

Unit 1

Area of Study 1 - Data analysis, probability and statistics

In this area of study students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

Area of Study 2 - Algebra, number and structure

In this area of study students cover the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Area of Study 3 - Functions, relations and graphs

In this area of study students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Area of Study 4 - Discrete mathematics

In this area of study students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Further Information:

General Mathematics Units 1 and 2 may be taken alone or in conjunction with Mathematical Methods (CAS) Units 1 and 2. They contain assumed knowledge and skills for related material in Further Mathematics Units 3 and 4.

Unit 2

Area of Study 1 - Data analysis, probability and statistics

In this area of study students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Area of Study 2 - Discrete mathematics

In this area of study students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Area of Study 3 - Functions, relations and graphs

In this area of study students cover direct and inverse variation, transformations to linearity and modelling of some non-linear data.

Area of Study 2 – Space and measurement

In this area of study students cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE: GENERAL MATHEMATICS

Unit 3 & 4 General Mathematics

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

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

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

Unit 3 & 4

Area of Study 1 - Data analysis, probability and statistics

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Area of Study 2 - Discrete mathematics

Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Unit 3

School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score.

The **Application task** is a guided investigation of a given data set with several variables. The task has three components of increasing complexity:

- the construction, description and interpretation of data plots, including smoothed plots where time series data is used
- the calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used
- the modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.

The application task is to be of 4–6 hours' duration over a period of 1–2 weeks.

Assessment Unit 4

School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score.

VCE: MATHEMATICAL METHODS

Mathematical Methods Units 1 and 2 may be taken alone or with General Mathematics Units 1 and 2 or with Specialist Mathematics Units 1 and 2. It contains the assumed knowledge for Mathematical Methods Units 3 and 4. Students may complete Mathematical Methods Unit 1 followed by General Mathematics Unit 2. Completing General Mathematics Unit 1 followed by Mathematical Methods Unit 2 is not generally advised without additional preparatory work. Students with a solid understanding of mathematics usually take Mathematical Methods Units 1 and 2.

Unit 1 & 2: Mathematical Methods

Area of Study 1: Functions, relations and graphs

In Unit 1, this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

In Unit 2, this area of study students cover graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2: Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the consolidation and revision, further development and application of content prescribed in Unit 1, as well as the study of additional algebra material introduced in the other areas of study in Unit 2

Area of Study 3: Calculus

Unit 1 - In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Unit 2 - In this area of study students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Area of Study 4: Data analysis, probability and Statistics

In this area in Unit 1 of study, students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

In Unit 2, students cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes

Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks:

- Modelling tasks
- Problem-solving tasks
- Mathematical Investigations

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

VCE: MATHEMATICAL METHODS

Unit 3 and 4

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. The areas of study for Unit 1 are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students will be expected to have covered the material outlined in each area of study given below, with the exception of 'Algebra', which should be seen as extending across Units 1 and 2. This material should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections among and across the areas of study being developed consistently throughout both Units 1 and 2.

Area of Study 1: Functions, relations and graphs

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2: Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the consolidation and revision, further development and application of content prescribed in Unit 1, as well as the study of additional algebra material introduced in the other areas of study in Unit 2.

Area of Study 3: Calculus

Unit 1 - In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Unit 2 - In this area of study students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Area of Study 4: Data analysis, probability and Statistics

In this area in Unit 1 of study, students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

In Unit 2, students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics. To achieve this outcome the student will draw on key knowledge and key skills outlined in all the areas of study.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. To achieve this outcome the student will draw on key knowledge and key skills outlined in all the areas of study.

Assessment Tasks

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes

Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks:

- Modelling tasks
- Problem-solving tasks
- Mathematical Investigations

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

VCE: SPECIALIST MATHEMATICS

Unit 1 & 2 Specialist Mathematics

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Unit 1

Area of Study 1: Algebra, Number and Structure

In this area of study students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

Area of Study 2: Discrete mathematics

In this area of study students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Mathematical Investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Unit 2

Area of Study 1: Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Area of Study 2: Space and measurement

In this area of study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.

Area of Study 3: Algebra, number and structure

In this area of study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Area of Study 3: Functions, relations and graphs

In this area of study students cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Units 1 and 2

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on mathematical investigations and a selection of modelling or problem-solving tasks.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

VCE: SPECIALIST MATHEMATICS

Unit 3 & 4

Area of Study 1: Discrete mathematics

In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.

Area of Study 2: Functions, relations and graphs

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Area of Study 3: Algebra, number and structure

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Area of Study 4: Calculus

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

Area of Study 5: Space and measurement

In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

Area of Study 6: Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment Tasks

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

VCE: PHYSICAL EDUCATION

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Outcome 1: How does the musculoskeletal system work to produce movement?

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Outcome 2: How does the cardiorespiratory system function at rest and during physical activity?

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Assessment Tasks

Assessment tasks are chosen from:

a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- structure questions.

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.

Outcome 1: What are the relationships between physical activity, sport, health and society?

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2: What are the contemporary issues associated with physical activity and sport?

On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment Tasks

Assessment tasks are chosen from:

a written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

Suitable tasks for assessment of Outcome 2 may be selected from the following:

- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- an oral presentation
- a written report.

VCE: PHYSICAL EDUCATION

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Outcome 1: How are movement skills improved?

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

Outcome 2: How does the body produce energy?

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment Tasks

Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles.

A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.

A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.

- a practical laboratory report
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- structured questions

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Outcome 1: What are the foundations of an effective training program?

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

Outcome 2: How is training implemented effectively to improve fitness?

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment Tasks

A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness.

A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.

A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study.

A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance:

- a case study analysis
- a data analysis
- structured questions.

VCE: PHYSICS

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

Unit 1: How is energy useful to society

In this unit 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.

Outcome 1: How are light and heat explained?

On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2: How is energy from the nucleus utilised?

On completion of this unit the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

Outcome 3: How can electricity be used to transfer energy?

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Assessment Tasks – for Units 1 and 2

Assessment tasks for this unit may be selected from:

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

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.

Outcome 1: How is motion understood?

On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Outcome 2: How does physics inform contemporary issues and applications in society?

Eighteen options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How do forces act on structures and materials?
- How do forces act on the human body?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How can human vision be enhanced?
- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How can AC electricity charge a DC device?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How can physics explain traditional artefacts, knowledge and techniques?
- How do particle accelerators work?
- How does physics explain the origins of matter?
- How is contemporary physics research being conducted in our region?

Outcome 3: How do physicists investigate questions?

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

VCE: PHYSICS

Unit 3: How do fields explain motion and electricity?

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

Area of Study 1: How do physicists explain motion in two dimensions?

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Area of Study 2: How do things move without contact?

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

Area of Study 3: How are fields used in electricity generation?

On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Assessment Tasks

For each outcome, one task selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

Each task can only be selected once across Units 3 and 4.

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

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

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

Area of Study 1: How has understanding about the physical world changed?

On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Area of Study 2: How is scientific inquiry used to investigate fields, motion or light?

On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

Assessment Tasks

For Outcome 1 - One task selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

Each task can only be selected once across Units 3 and 4.

For Outcome 2 - Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

End of year external examination contributes 60 percent to the final assessment

VCE: PRODUCT DESIGN AND TECHNOLOGY

This course will provide insight into appropriate aesthetic solutions for manufacturing. It will extend individual students' ability to design and develop solutions for functional end products. The design process is the central component of this study. The design process involves identification of a real need that is then articulated in a design brief.

Students develop skills in design thinking, drawing (both hand rendering and CAD), testing of materials, planning, producing, and evaluating. Focus will be on design and manufacturing, technical skills, experimentation of materials as well as the importance of environmental sustainability.

An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training and university.

Unit 1: Sustainable Product Redevelopment

This unit will involve the analysis, modification, and improvement of a product design. It focuses on the tools, processes, techniques, and skills that a designer has to develop a solution to a problem. Students will consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product may solve a problem related to the original product.

Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Unit 2: Collaborative Design

In this unit each student works as a member of a team to design and develop a product range or contribution to the design and production of a group project. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a team to develop solutions to design problems. Students work both individually and as a member of a small design team to address the problem.

VCE: PSYCHOLOGY

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition. This growth has been fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology. As a result, new ethical frameworks have emerged for neuroscientific and psychological research, clinical practice and commercial applications.

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Area of Study 1: How does the brain function?

On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Area of Study 2: What influences psychological development?

On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain particular factors that may lead to typical or atypical psychological development.

Area of Study 3: Student-directed research investigation

On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Topics may be selected from

- Biopsychology
- Brain and the use of technology
- Cognition
- Psychological development
- Mental health and disorder
- Changing thought, feelings and behaviour

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit 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. They 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 an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Outcome 1 & Area of Study 1 - What influences a person's perception of the world?

On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions

Outcome 2 & Area of Study 2 - How are people influenced to behave in different ways?

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Outcome 3 & Area of Study 3: Student-directed practical investigation

On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour and draw conclusions based on evidence from collected data.

VCE: PSYCHOLOGY

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Outcome 1: How does the nervous system enable psychological functioning?

Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

Outcome 2: How do people learn and remember?

Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Assessment Tasks

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score, which is divided evenly between the two outcomes.

Assessment tasks may include:

- annotations of practical activities from a practical logbook
- a visual presentation
- media analysis/response
- a test
- analysis of data including generalisations and conclusions
- a flow chart
- a reflective blog/learning journal related to selected
- activities or in response to an issue

Unit 4: How is wellbeing developed and maintained?

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

Outcome 1: How do levels of consciousness affect mental processes and behaviour?

Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

Outcome 2: What influences mental wellbeing?

Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

Outcome 3: Practical investigation

Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks

School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score, which is divided evenly between the three outcomes.

Assessment tasks may include:

- comparison of different states of consciousness
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to

A student practical investigation related to mental processes and psychological functioning is undertaken in either Area of Study.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination that will contribute 60 per cent to the study score.

VCE: SYSTEMS ENGINEERING

Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

Unit 1: Mechanical systems

This unit focuses on the engineering concepts that underpin the design and manufacture of mechanical systems. Students explore the fundamental physics governing machines and their operation in order to investigate, design and begin production of an independent mechanical system. The focus is on mechanics however students are encouraged to make design choices that will allow them to implement electrotechnological components in Unit 2.

Outcome 1: Fundamentals of mechanical system design

On completion of this unit students should be able to describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.

Outcome 2: Producing and evaluating mechanical systems

On completion of this unit the student should be able to produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Assessment Tasks

Documentation of the Systems Engineering Process:

- Multimedia presentation
- Folio
- Brochure
- Poster
- Report
- Production work
- Practical demonstrations
- Test
- Oral presentation

Unit 2: Introduction to electrotechnology systems

In this unit students study fundamental electrotechnology engineering principles. Students investigate electronic components relevant to various engineering disciplines and use this knowledge to design and build electronic control systems relevant to their chosen project. Key skills in the manufacture of electronic circuits and programming microcontrollers are taught and assessed.

Outcome 1: Fundamentals of electrotechnology system design

On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

Outcome 2: Producing and evaluating electrotechnology systems

On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process

Assessment Tasks

Documentation of the Systems Engineering Process:

- Multimedia presentation
- Folio
- Brochure
- Poster
- Report
- Production work
- Practical demonstrations
- Test
- Oral presentation

VCE: SYSTEMS ENGINEERING

Unit 3: Integrated and controlled systems

In this unit students study the engineering principles relevant to the design and operation of mechanical and electronic systems. Applying their knowledge, students design and plan an operational systems that includes interconnected mechanical and electronic systems. The production emphasizes innovation, design, testing and evaluation with students taking responsibility for managing their project. Students investigate the energy demands of modern society and examine changes to renewable and non-renewable energy sources.

Outcome 1: Controlled and integrated systems engineering design

On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.

Outcome 2: Clean energy technologies

On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment Tasks

School-assessed task contributes 33 per cent to the final assessment, and may include:

- Tests
- Short written reports
- Multimedia report
- Media Analysis
- Case Study
- Oral Presentation

Unit 4: Systems control

In this unit students complete the production work and test and evaluate the integrated controlled

system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Outcome 1: Producing, testing and evaluating integrated technological systems

On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.

Outcome 2: New and emerging technologies

On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Assessment Tasks

School-assessed Coursework for Unit 4 will contribute 10 per cent, and may include:

- Tests
- Short written reports
- Multimedia report
- Media Analysis
- Case Study
- Oral Presentation

VCE: THEATRE STUDIES

Unit 1: Pre-modern theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre modern era. Students work with play scripts from the pre modern era of theatre, focusing on works prior to the 1880's in both their written form and performance. They also study and analyse theatrical performance from the pre modern era.

Outcome 1: Pre modern Theatre

In this area of study students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre.

On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern theatre playscripts.

Outcome 2: Interpreting Playscripts

This area of study focuses on the presentation of playscripts from the pre-modern era of theatre. Students apply acting and other stagecraft to interpret playscripts from at least three distinct theatrical periods from the pre-modern era. Students learn how acting and other stagecraft can be informed by different theatrical styles and contexts. They also learn about processes of developing character, the effect the audience has on acting and the use of acting skills to enhance text interpretation. Through rehearsals and performance students gain knowledge of how these playscripts can be interpreted.

On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Outcome 3: Analysing a Play in Performance

This area of study focuses on an analysis of a professional performance of a playscript. Students explore the nature of theatrical analysis including theatrical styles, audience perspective, acting skills, use of other stagecraft and the ways in which the contexts of a playscript have been interpreted through performance. Where possible, for this outcome, students should analyse a pre-modern play in performance.

On completion of this unit the student should be able to analyse a performance of a playscript.

Assessment Tasks

- Performance of play scripts from the pre modern era
- Oral/visual/multimedia reports/presentations
- Tests
- Responses to structured questions
- Research report
- At least one assessment task must be performance based and at least one task must be written.

Unit 2: Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Outcome 1: Modern Theatre

This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement. Students learn about the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each playscript. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

On completion of this unit the student should be able to identify and describe the distinguishing features of modern era theatre playscripts

Outcome 2: Interpretation through Stagecraft

In this area of study students apply stagecraft to realise playscripts from at least three distinct theatrical movements from the modern era. They also learn how stagecraft is informed by and contributes to the development of different theatrical styles, and consider ways the application of stagecraft is itself shaped by the contexts of the playscripts. Through working collaboratively, students gain an understanding of how stagecraft is applied in a production process to interpret playscripts.

On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

Outcome 3: Analysing a play in Performance

This area of study focuses on an analysis of a professional performance of a playscript. Students explore the nature of theatrical analysis including theatrical styles, audience perspective, acting skills, use of other stagecraft and the ways in which the contexts of a playscript have been interpreted through performance. Where possible, for this outcome, students should analyse a pre-modern play in performance

On completion of this unit the student should be able to analyse a performance of a playscript

Assessment Tasks

- Performance of play scripts from the pre modern era
- Oral/visual/multimedia reports/presentations
- Tests
- Responses to structured questions
- Research report
- At least one assessment task must be performance based and at least one task must be written.

VCE: THEATRE STUDIES

Unit 3: Playscript Interpretation

Not offered in 2024

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the *VCAA Bulletin*, and analyse and evaluate the interpretation of the playscript in the performance.

Outcome 1: Production Process

This area focuses on the development of skills, which contribute to the interpretation of a play script. Students should be able to apply stagecraft to interpret a play script for performance to an audience and demonstrate understanding of the stages of the production process

Outcome 2: Theatrical Interpretation

In this area of study students explore how stagecraft can be applied across the stages of the production process to interpret the theatrical possibilities of excerpts from a playscript. Students interpret previously unseen playscript excerpts and other stimulus material, formulating and justifying possible theatrical responses and documenting their interpretation. The documentation should include written material and annotated illustrations, as appropriate, to support interpretive choices.

On completion of this unit the student should be able to document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.

Outcome 3: Production Analysis

This area of study focuses on the analysis and evaluation of a play script in a production from the prescribed Theatre Studies Unit 3 Playlist. Students should be able to analyse and evaluate the ways in which a written play script selected from the prescribed list is interpreted in its production to an audience.

Assessment Tasks

School-assessed Coursework for Unit 3 will contribute 30 per cent.

Three assessment tasks: Practical application of two areas of stagecraft across all stages of production; documentation that describes how stagecraft can be utilized to interpret previously unseen excerpt from a playscript (a written report/structured questions/multimedia report); an analysis and evaluation of an interpretation of a prescribed playscript (a written report/an analytical essay/structured questions).

Unit 4: Performance Interpretation

Not offered in 2024

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the *VCAA Bulletin*.

Outcome 1: Monologue Interpretation

This area focuses on the interpretation and development of a monologue from the prescribed list. Students should be able to interpret of a monologue from a playscript and justify their interpretive decisions.

Outcome 2: Scene Interpretation

In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene. In their theatrical treatment, they also demonstrate an understanding of the application of their selected stagecraft for a performance to an audience. They conduct and evaluate research as the basis for decisions that will inform their interpretation.

Outcome 3: Performance Analysis

This area focuses on the analysis and evaluation of acting and design in a production selected from the prescribed Theatre Studies Unit 4 Playlist. Students should be able to analyse and evaluate acting in a production.

Assessment Tasks

School-assessed Coursework for Unit 4 will contribute 15 per cent.

- A written report
- Short response
- Structured questions

External assessment:

The level of achievement for Units 3 & 4 is also assessed by an end-of-year Stagecraft examination which will contribute 25 per cent, and an end of year written examination, which will contribute 30 per cent.

VCE: VISUAL COMMUNICATION DESIGN

Visual Communication is a bridge between an idea and its intended audience. In the fields of architecture and landscape design, engineering, graphic, industrial and multimedia design, advertising and marketing, for example, visual communicators use text and/or image to communicate information. The visual form that the communication takes may be imaginative and original or it may conform to conventions or accepted rules. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief. The design process provides a defined, yet flexible approach, to the development, evaluation and refinement of visual communication solutions.

Unit 1: Finding, Reframing and Resolving Design Problems

The main purpose of this unit is to enable students to develop an understanding of the practices and processes used by designers to identify, reframe and resolve design problems. A focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information is explored. Students learn to apply specific phases of the VCD Design Process and use methods, media and materials typically employed in the specialist fields and Communication and Industrial design.

Outcome 1: Reframing Design Problems

How do designers find and reframe design problems? What is the notion of 'good design'?

These are the essential learning objectives students will research and define in Outcome One.

Students apply various research methods to identify human-centred design problems, before preparing a brief which defines a communication need. Students engage deeply with the Discover and Define phase of the VCD Design Process and apply design thinking strategies to critically consider design needs for identifying a problem impacting people, communities or societies that might be resolved using good design.

Outcome 2: Solving Communication Design Problems

How can visual language be used to communicate to audiences?

Students apply the Develop and Deliver stages of the VCD Design Process as they respond to a given brief detailing the strategy of a brand or business, its communication need and associated design criteria. They manipulate type and imagery to visually communicate the story of a brand or business through defined language and voice, evoking emotional responses among audiences or users.

Outcome 3: Design's Influence and Influences on Design

What influences design and what does design influence?

Students explore factors that impact design decisions as well as the impact of design on people and our planet. Students analyse how the design of past and present objects have been influenced by economic, technological, cultural, environmental and social factors. They apply this knowledge to their own design exploration of a sustainable object. The acquire skills in technical drawing specific to the context of their object and apply rendering using both manual and digital techniques.

Assessment Tasks

- Written report, presentation or design brief
- Folio demonstrating the Develop and Deliver stages of the VCD design process

Unit 2: Design Contexts and Connections

Unit Two builds on the practices developed in Unit One, where students draw on the concepts of good design and research methods of a design problem to then revisit the VCD Design Process in its entirety. Practical tasks across the unit focus on the design of environments and interactive design experiences. Student outcomes highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces.

Outcome 1: Design, Place and Time

How does design reflect and respond to the time and place in which it is made?

Students engage with the Discover and Define phases of the VCD Design process to identify and define an environmental design problem specific to a location of choice. Employing the technical drawing methods, media and materials of the Environmental design field, students respond to their design brief to resolve an architecture, interior, exhibition or landscape design problem. They apply design thinking strategies and take inspiration from both contemporary sources and historical design movements to produce final presentations appropriate to this field of design.

Outcome 2: Cultural Ownership and Design

How do designers evolve culturally appropriate design practices?

Students explore the designer's ethical and legal responsibilities when drawing on knowledge and designs belonging to Indigenous communities from Australia or abroad. They learn how to adopt culturally appropriate design practices, including protocols for respectful creation and commercial use of Indigenous knowledge.

Students recognise the potential of design to express not only the knowledges, histories and traditions of others, but also their own personal connections to culture, community or place.

Outcome 3: Designing Interactive Experiences

What is the role of visual communication in shaping positive and inclusive interactive experiences?

Students examine the role of visual communication in shaping positive interactive experiences, and in catering for the diverse needs of users when interacting with devices, systems and services. Students engage with the VCD Design Process to determine and interaction design problem or opportunity. The application of divergent thinking strategies and ideation sketching is used to consider ways to address the design need and approach the design of their chosen user interface. They experiment with Typographic conventions, visual grids, icons, symbols, pictorial representations, and design elements and principles to produce static final presentation to their design problem. Students are not required to produce functioning prototypes of their interface.

Assessment Tasks

- Folio of Technical Drawings in Context
- Written response or annotated visual report

Design Process Folio for an interactive digital product, environment or service.

VCE: VISUAL COMMUNICATION DESIGN

Unit 3: Visual Communication in Design Practice

Not offered in 2024

The main purpose of this unit is to enable students to explore and experience the ways in which designers work, while also analysing the work that they design. Through studying a range of contemporary designers practicing in one or more design fields, students gain deep insights into the processes used to communicate design messages, objects, environments and/or interactive experiences.

Students explore the Discover, Define and Develop phases of the Design Process to address a selected design problem that applies a folio exploration that is student driven. This design process is continued into Unit 4.

Outcome 1: Professional Design Practice

What are the visual communication practices used by designers?

Using analysis and practical methods, students explore a range of existing visual communications in the fields of Communication, Environmental and Industrial design. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students explore how designers collaborate with both stakeholders and design specialists to shape and resolve design problems.

Outcome 2: Design Analysis

How do designers use visual language to communicate ideas and information to audiences or users?

Students investigate how visual language is used to effectively communicate ideas and information to audiences or users. They analyse and compare two or more design examples to consider how the design elements and principles are used in combination with media, methods and materials to address perceived communication needs.

Outcome 3: Design Process: Defining Problems and Developing Ideas

How do designers apply a design process to reframe problems and develop ideas?

Students prepare a design brief that describes the client's need/s and specifies possible solutions and proposes two distinct final visual communication presentations suitable for a stated audience. Students complete the Discover, Define and Develop phases of the VCD design process that explores design concepts relevant to the design brief developed, and fulfils the requirements of the brief.

Assessment Tasks

These assessment tasks contribute 20% to the final assessment.

- A written and/or annotated visual report AND two practical design exercises documenting emerging skills in selected field(s) of practice.
- Comparative Analysis of design examples presented as an annotated visual report OR digital format presentation

Unit 4: Delivering Design Solution

Not offered in 2024

The focus of this unit is on the resolving of design concepts and presenting solutions for two distinct communication needs that meet the requirements of the brief outlined in Unit 3. The ideas developed in Unit Three are evaluated, selected, refined and shared with others for further review.

Outcome 1: Design Process: Refining and Resolving Design Concepts

How do designers resolve design problems?

Students reflect critically on feedback received in Unit Three, Outcome Three as they evaluate, select and evolve design ideas into concepts for further refinement and testing. Through this process, students explore the Deliver phase of the VCD Design Process.

Students use development and documentation drawings, together with mock-ups, models and prototypes to assist with visualising, testing and resolving design concepts.

Students devise a pitch of one concept of each communication need to communicate their design thinking and decision making to an audience or user.

Outcome 2: Presenting Design Solutions

How do designers propose solutions to communication needs?

Students produce two distinctly different, yet related final design solutions for each communication need defined in the brief, satisfying the specified design criteria outlined in Outcome One.

The level of achievement for Units 3 and 4 is assessed by a School Assessed Task, which will contribute 50% to the final assessment.

The end of year external examination contributes 30% to the final assessment.

VCE VET: CREATIVE AND DIGITAL MEDIA

VCE VET Creative and Digital Media will only be available to students completing Units 3 and 4 in 2024.

The VCE VET Creative and Digital Media program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the creative and digital media industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

The following information needs to be read in conjunction with the CUA31020 Certificate III in Screen and Media Training Package.

CUA30105 Certificate III in Media "Creative and Digital Media"

Completion of eleven units of competence, over a two-year period, to be eligible for the award of Certificate III in Screen and Media and contribution to VCE / VCE VM completion:

- three core units of competence
- eight elective units of competence.

UNIT 3 & 4: MODULES

CORE: (nominal hours)

CUAANM301 Create 2D digital animations (35)

CUADES302 Explore and apply the creative design process to 2D forms (60)

CUADIG304 Create visual design components (30)

CUADIG312 Author interactive sequences (40)

CUAWRT301 Write content for a range of media (40)

At the completion of this course, students will obtain:

- credit towards their VCE ATAR through scored assessment; and
- a Certificate III qualification

VCE VET: MUSIC

CERTIFICATE III IN MUSIC: MUSIC PERFORMANCE SPECIALISATION

Provides students with the opportunity to apply a broad range of knowledge and skills in varied work settings in the music industry focusing on their musical interests. Students will have the opportunity to perform on multiple occasions during the year in authentic industry contexts. This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.

The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

CUA30920 – Certificate III in Music

11 Units, 3 core units and 8 elective units over the course of a 2-year period. Electives subject to change.

Units 1 and 2 include composition and performance electives, as well as core studies in: working effectively in the music industry; applying knowledge of style and genre to music industry practice; copyright and OH&S. Students will also have the opportunity to record their original compositions.

Units 3 and 4 offer scored assessment in preparing and performing music as part of a group or as a soloist, developing improvisation, stagecraft and technical skills.

Core units

CUACMP311 Implement copyright arrangements

CUAIND313 Work effectively in the music industry

CUAIND314 Plan a career in the creative arts industry

Elective Units

CUAMCP211 Incorporate technology into music making

CUAMCP311 Create simple musical compositions

CUAMCP312 Write song lyrics

CUAMCP313 Create simple musical pieces using music technology

CUAMLT311 Develop and apply aural perception skills

CUAMLT313 Develop musical notation skills

CUAMPF212 Incorporate music technology into performances

CUAMPF213 Perform simple repertoire in ensembles

CUAMPF311 Develop technical skills for musical performances

CUAMPF312 Prepare for musical performances

CUAMPF313 Contribute to backup accompaniment as part of a group

CUAMPF314 Make music demos

CUAMPF315 Develop and perform musical improvisation

CUAMPF412 Develop and apply stagecraft skills

CUAMPF414 Perform music as part of a group

At the completion of this course, students will obtain:

- credit towards their VCE ATAR through scored assessment; and
- a Certificate III qualification

VCE VOCATIONAL MAJOR

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. Four new subjects that have been added to the VCE which make up the core of a VCE VM program. These are Literacy, Numeracy, Work Related Skills and Personal Development Skills. The subject descriptions for each of these studies begin on the next page. |

Like VCAL (Victorian Certificate of Applied Learning), the VCE Vocational Major takes what is called an 'Applied Learning approach.' Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year senior secondary certificate that is completed over Years 11 and 12.

Students who choose the VCE VM are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. The VCE VM has the flexibility to provide each student with a number of options, which can be personalised to meet their needs. It is essential that programs are discussed with the VCAL Team Leader.

Students who start in the VCE VM and then decide they would like to complete their VCE, are able to transfer between certificates. Any changes in pathway should be discussed with Careers Manager and Team Leaders.

SATISFACTORY COMPLETION OF VCE VM

To successfully complete the VCE VM there are a number of requirements that need to be met.

Like VCE, students must successfully finish at least 16 units, to attain the VCE VM this must include:

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

Further information about the VCE VM program can be found here:

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

VCE VM: LITERACY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1

Outcome 1: Literacy for personal use

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Outcome 2: Understanding and creating digital texts

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Unit 3

Outcome 1: Accessing and understanding informational, organisational and procedural texts

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Outcome 2: Creating and responding to organisational, informational or procedural texts

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 2

Outcome 1: Understanding issues and voices

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

Outcome 2: Responding to opinions

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

Unit 4

Outcome 1: Understanding and engaging with literacy for advocacy

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

Outcome 2: Speaking to advise or advocate

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Option 1: Literacy for civic participation

Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Option 2: Literacy for everyday personal contexts

Students deliver an informative or instructional presentation on an area of personal management that is of interest.

VCE VM: NUMERACY

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Unit 1

Area of Study 1: Number

In this area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

Area of Study 2: Shape

In this area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

Area of Study 3: Quantity and measures

In this area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

Area of Study 4: Relationships

In this area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications. They should be able to recognise when change is occurring, be able to identify common and simple mathematical relationships and variables, and apply the most appropriate process or processes to determine the results of change.

Unit 2

Area of Study 5: Dimension and direction

In this area of study students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams. The study of dimension also includes common and routine angles with degrees and an awareness of the one-, two- and three-dimensions of space.

Area of Study 6: Data

Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and be confident in describing general patterns and trends.

Area of Study 7: Uncertainty

In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

Area of Study 8: Systematics

In this area of study students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information. Students will choose a number of inputs of familiar data, compare the outputs and results, and understand the representations and any summary information derived from the technology.

VCE VM: NUMERACY

Unit 3

Area of Study 1: Number

In this area of study students undertake single- and multi-step operations and tasks applied to a range of numbers, including positive and negative numbers, fractions, decimals and percentages and numbers expressed using familiar power notations. Students should be confident in selecting the appropriate method or approach required and communicating their ideas. They should be at ease with performing calculations both manually and using software tools and devices.

Area of Study 2: Shape

In this area of study students learn to recognise and name a range of two-dimensional shapes and three-dimensional objects. They classify, manipulate, represent and construct a range of simple and compound shapes in diagrammatical and concrete forms. Students also become familiar with the different characteristics and properties used in classifying shapes.

Area of Study 3: Quantity and measures

In this area of study students develop an understanding of metric measurements and their units of measurement applied to multi-step measurement tasks including working with commonly used non-metric measurements and their units of measure. Students will conduct estimations of measurements, perform a range of measurement calculations, and undertake conversions with the embedded use of different

Area of Study 4: Relationships

In this area of study students recognise, understand and represent relationship and change in more formal mathematical terms, where it exists in relevant real-life contexts and applications. Students should understand when change is occurring and be able to identify and use formal mathematical relationships, variables, and mathematical processes to determine the results of change.

Unit 4

Area of Study 5: Dimension and direction

In this area of study students develop an understanding of the use of space, direction and location in relation to landmarks and compass directions. Students should be able to accurately give and follow complex directions to multiple locations based on digital and printed maps and diagrams. The study of dimension also includes angles with degrees and spatial awareness.

Area of Study 6: Data

Data can be found in everyday life, workplaces and society. In this area of study, students collect, represent and undertake different analyses of data to discover patterns in data, undertake summary statistics, and derive meaning from data located within relevant but possibly unfamiliar or non-routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and their analysis and be confident to represent, describe and reflect on any patterns, outcomes and trends.

Area of Study 7: Uncertainty

In this area of study students use concepts of randomness, chance and probability. Students should be able to make mathematical predictions about the likelihood of events occurring or not occurring. They should be able to consider and make conclusions about likelihood based on the data and make straightforward inferences. Students should be familiar with the concept of risk and apply the idea of uncertainty to risk.

Area of Study 8: Systematics

In this area of study students develop an understanding of inputs and outputs of technology, including emerging technologies, that can be used for the purposes of planning, collecting, sorting or categorising a range of quantitative or mathematical data and information. Students should be confident in choosing multiple inputs of data, compare the outputs and results, and analyse, review and make decisions and conclusions based on the representations and any summary information derived from the technology.

VCE VM: PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major 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.

Unit 1: Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3: Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2: Connecting with community

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

Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

VCE VM: PERSONAL DEVELOPMENT SKILLS

Unit 3: Leadership and teamwork

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

Area of Study 1: Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.

Area of Study 2: Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3: Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Unit 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1: Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Area of Study 2: Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of Study 3: Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

VCE VM: WORK RELATED SKILLS

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

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).

Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

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

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Area of Study 2: Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

VCE VM: WORK RELATED SKILLS

Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

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

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

Area of Study 1: Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work-life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2: Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Area of Study 3: Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Area of Study 2: Portfolio presentation

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

YEAR 10 UNIT DESCRIPTIONS

The following unit descriptions are organised into Learning Areas and outline the Units that students may study in Year 10.

LEARNING AREAS

English:

- English Core
- English Literature

The Arts:

- Art
- Ceramics
- Drama
- VCE VET Music
- Photomedia
- Visual Communication Design

Health & Physical Education

- Health and Physical Education

Humanities

- History: Conflict and Change
- Money, Markets and the Law

Languages

- Japanese

Mathematics:

- Core Mathematics
- Advanced Mathematics

Science

- Science Full Year
- Science Semester
- Agriculture and Horticulture

Technology

- Food Technology
- VCE VET Creative and Digital Media
- Metal Technology
- Wood Technology
- Systems Engineering

Vocational Pathways

- Certificate II in Workplace Skills
- CFA - Certificate II in Public Safety

YEAR 10: ENGLISH

CORE: ENGLISH

Students study a course designed to develop their skills and knowledge in the three key areas of reading, writing and speaking and listening. Year 10 English provides students with the opportunity to engage with a range of ideas and develop their critical and creative thinking skills.

Reading Activities:

Students will study a range of different text types and genres. As well as the study of themes, characters and issues in texts, students will become more familiar with the features and techniques used in different types of texts including film texts. Students will also develop their ability to understand and evaluate persuasive language by completing activities focusing on critical thinking and through the study of media texts.

Writing Activities:

Students will experiment with a range of writing styles including descriptive, reflective, imaginative, instructional, analytical and persuasive. Work related pieces will also form part of the Writing Folio. Students will continue crafting their writing and developing awareness of audience and purpose. They also will continue to develop their proof-reading and editing skills.

Speaking and Listening Activities:

Students will work individually and in groups to share their ideas different topics and issues. Emphasis will be on style and tone of delivery and oral work will demonstrate evidence of planning, research and organisation. Students will engage in class discussions and present speeches about a range of topics.

Subject length:

Year

Assessment:

- Written Tasks
- Assignments
- Exam
- Oral Presentation Tasks

ENGLISH LITERATURE

Students in literature study a range of genres such as poetry, drama, novel, film and short story, and they will analyse the social historical and cultural concepts of these texts. Students are required to read extensively, and they will be asked to critically analyse literary texts. There will also be opportunities for students to write creatively. Students are assessed in regard to reading, writing, speaking and listening skills and upon key assessment tasks.

Subject length:

Semester

Assessment:

- Written Tasks
- Assignments
- Exam

YEAR 10: THE ARTS

ART

Students will explore and develop a range of skills and techniques in different media. They will examine the way art is used to communicate ideas and meaning across different cultures and traditions. Students will study artists as inspiration to develop their own art works.

Subject length:

Semester

Assessment:

- Folio
- Practical
- Exam

CERAMICS

Ceramic techniques and skills will be extended. Decorative surface techniques will be researched and refined. Students will also learn sculptural techniques, including slab construction and coil techniques.

Subject length:

Semester

Assessment:

- Folio
- Practical
- Exam

DRAMA

Students will be involved in the study of historical periods of Drama from the modern era (1880 to present). They will continue to develop an analytical approach when responding to different dramatic forms. Students will explore themes and develop skills and ideas, which encourage them to make and present excerpts from plays, monologues, mimes and other forms of dramatic performance. Students will be expected to work individually, in pairs and in small and large groups in a performance environment.

Subject length:

Semester

Assessment:

- Folio
- Performance
- Exam

PHOTOMEDIA

This unit involves the exploration of a range of materials and techniques within Photography, strengthening the development of a personal style in the making of artworks. Students are encouraged to develop personal responses to themes explored. The relationship between art styles and culture is examined. Students are encouraged to develop a critical awareness of their own and other artists works and to consider issues of presentation.

Subject length:

Semester

Assessment:

- Folio
- Practical
- Exam

VISUAL COMMUNICATION DESIGN

This unit involves the development and application of creative and technical skills. Students will produce a creative folio that is based on a series of design briefs. Students will also complete a folio of conventional graphics involving the use of paraline and orthogonal drawing systems. A folio of computer generated work will be produced using the programs Photoshop and Illustrator.

Subject length:

Semester

Assessment:

- Folio
- Practical
- Exam

YEAR 10: HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Students participate in a range of Health and Physical Education activities.

Semester 1

This unit aims to provide students the opportunity to explore recreation opportunities within the community and to further develop skills and strategies to improve their own fitness and health.

Students will participate in team and individual activities including a specialised unit on personal training. Selected topics will also be covered on health related issues linked to adolescence and the transition to adulthood.

Semester 2

This unit aims to further broaden student experiences with; recreation, team based and individual activities. Improving personal fitness levels will continue to be a major focus of the unit. Students will also explore topics that will provide background information related to the VCE Health and PE studies.

Subject length:

Semester

Students may choose to study both Semester 1 and Semester 2 Health and PE

YEAR 10: LANGUAGES OTHER THAN ENGLISH

JAPANESE

Studying a language other than English contributes to the universal purposes of schooling and to the development of skills in thinking and reflection. Learners are provided with tools to understand the language, culture and humanity. In this way, language learning contributes to the development of inter-culturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

Students compare and contrast aspects of life in the Japanese speaking communities with those in Australia and other countries, and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including daily routines, leisure, family and relationships, school and study, careers and issues of general interest to young people.

Students will consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks. Students will be required to read short, modified texts related to a topic, silently and aloud with fluency. They apply knowledge of characters and punctuation in new contexts, and extend their range of familiar characters. They employ strategies for broadening their repertoire of script, grammatical structures and vocabulary from reading materials. Students will also contribute to discussions about the general concept of culture and the relation of cultures to each other, including the effects of migration and travel.

Subject length:

Full year

Assessment:

- Written Tasks
- Practical Tasks
- Exam

YEAR 10: MATHEMATICS

MATHEMATICS CORE

This unit is for students who have completed Year 9 mathematics and is designed to help prepare students for Year 11 General Mathematics and subsequently Year 12 Further Mathematics. It will cover a range of topics including area and volume, expanding and factorising quadratics, linear relations, trigonometry, probability and statistics and geometry.

10 ADVANCED MATHEMATICS

This unit is for students who have completed Year 9 mathematics and is designed to help prepare students for Year 11 General Mathematics or Maths Methods (CAS) and subsequently Year 12 Further Mathematics and/or Maths Methods. In addition to the topics covered in Mathematics (above), additional content is covered in the studies of functions, algebra, calculus, statistics and trigonometry.

YEAR 10: HUMANITIES

HISTORY: CONFLICT AND CHANGE

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures, based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments.

Units of study will focus on rising global conflicts, the impact and legacy of the Holocaust and the trends of globalisation, human rights, and individual freedoms following 1945. Australian history is taught within this world history approach. This equips students for the world in which they live and enhances students' appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Subject length:

Semester

Assessment:

- Written Tasks
- Assignments
- Source Analysis
- Oral presentation tasks
- Exam

MONEY, MARKETS AND THE LAW

This unit aims to provide students with a sound understanding of legal, economic and business concepts. Students will gain a knowledge and understanding of legal, political, business and economic institutions and enable them to actively participate in society. This unit will cover the following topics which include the law and you, personal finance, the smart consumer, economic issues, Australia in a global economy, work and career planning. Students will be engaged in a simulation with the Australian Stock Market game and there will be an excursion to the Magistrates Court. This unit would be a good general interest subject for students and would provide a good basis for the VCE units Legal Studies, Accounting, Business Management and Economics.

Subject length:

Semester

Assessment:

- Written Tasks
- Assignments
- Exam

YEAR 10: SCIENCE

SCIENCE – FULL YEAR

This unit will focus on developing student understanding of biological, chemical, physical, psychological and forensic science in preparation for VCE. Students look at the role of DNA and genes in cell division and genetic inheritance and how this is used in modern forensic science. They study the brain, behaviour and mental processes to work out why we do what we do. They learn to apply geological timescales to explain natural selection and evolution. Students investigate the chemical behaviour of elements, their compounds and their atomic structures using the periodic table. They learn to use atomic symbols and balance equations to summarise chemical reactions. Students learn to give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They investigate the Big Bang theory and features of the universe including galaxies, stars and solar systems.

Subject length:

Full year

Assessment:

- Tests
- Written Tasks
- Assignments
- Practical Investigations
- Exam

SCIENCE – SEMESTER

In this unit, students learn concepts from biological, chemical and physical science in preparation for VCE. Students look at the role DNA plays in cell division and genetic inheritance. Students investigate the chemical behaviour of elements, their compounds and their atomic structures using the periodic table. They learn to use atomic symbols and balance equations to summarise chemical reactions. Students learn to give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Subject length:

Semester

Assessment:

- Tests
- Written Tasks
- Assignments
- Practical Investigations
- Exam

VCE AGRICULTURAL AND HORTICULTURAL STUDIES

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students develop an understanding of how the biological and physical components of the environment and human resources influence the type of agribusinesses undertaken at particular locations. They consider the importance of using scientific methodology when investigating agricultural and horticultural systems.

Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project. Students consider business opportunities and financial aspects, and growth and production of plants and animals. They use appropriate production skills, plan and use resources sustainably, and evaluate and report on the progress of the small business.

VCE Unit 1: Agricultural and horticultural operations

Semester 2

Assessment:

- Written tasks
- Assignments
- Practical work
- Exam

PLEASE NOTE: This is an accelerated VCE course targeted to Year 10 students.

YEAR 10: TECHNOLOGY

FOOD TECHNOLOGY

In this unit students explore the factors influencing food choices and how these affect the planning and processes involved in producing food for consumption by others. Students will investigate safe food handling techniques, ethical considerations in food production and food sustainability with a focus on the design process. Specifically, students will study:

- *Food Safety* – Safe food handling. Food legislation and protection in Australia.
- *Food Sustainability* – This focuses upon the impact of food production on the environment including ethical considerations such as fair trade and animal welfare. Students investigate the use of packaging and the environmental impact of food waste and will implement the design process in order to develop a solution to the waste problem.
- *Cultural Influences on Food choices* – Students explore the history of Australian cuisine and how the effect of globalisation, industrialisation, immigration patterns and changing lifestyle factors has impacted upon our food choices. Students will prepare some traditional foods reflecting the traditional cuisine of Europe, America and Asia. Students will design practical activities, using a variety of production methods and equipment, incorporating foods from these traditional cuisines.
- *Nutrition and Health* - Investigates nutrients, food models and changing needs throughout the lifespan.
- *Food Science* – This looks at the function of ingredients in food production, the science involved in baking in order to choose appropriate ingredients for a recipe.

Subject length:

Semester

Assessment:

- Practical Tasks
- Written Tasks
- Exam

METAL TECHNOLOGY

This unit focuses on development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional products. It requires the student to be autonomous problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics and industrial practices with practical skills. They use tools, equipment, materials safely and creatively to make quality products.

Subject length:

Semester

Assessment:

- Practical
- Folio – Written Tasks
- Exam

YEAR 10: TECHNOLOGY

SYSTEMS ENGINEERING

Focuses on using fundamental mechanical and electronic engineering principles to design and construction a medium sized robotic project. Students use 3D modelling, 3D printing, laser cutting, soldering and programming in the creation of their robot and document their progress in an online record. At the conclusion of the subject student robots compete in a series of challenges.

Subject length:

Semester

Assessment:

- Practical Task
- Online development record
- Exam

WOOD TECHNOLOGY

Students build on their skills and knowledge in this subject by designing and constructing a piece of furniture, from a range of options provided by the teacher.

They use and continue to hone their skills in the designing stage and the use of tools, both hand-tools and power tools.

In readiness for VCE they complete a design brief, outlining the context of the problem and the constraints and considerations. They complete rough sketches, technical drawings and a cutting list before they begin production. They also learn how to effectively evaluate their product to grade its success.

They are introduced to the Product Design Process as a method for producing their work. They learn how to apply Dowel Pin, Biscuit and Housing Joints to complete their product. They can use the Jig saw, the Circular saw and the router to help finish their product.

The second project is a self-directed one. Students research and submit a design brief and, if approved, are able to make a product of their own choosing. This product is entirely up to them, within reason, and a great opportunity to demonstrate their skills and knowledge of woodworking.

Subject length:

Semester

Assessment:

- Practical
- Folio – Written Tasks
- Exam

VCE VET CREATIVE AND DIGITAL MEDIA (Certificate III in SCREEN AND Media)

This course provides skills, knowledge and attitudes for training in interactive digital media. Students will study both theoretical and practical components of the multimedia industry. Computer programs used include Adobe Photoshop, Dreamweaver, Illustrator and Flash.

Modules of study include industry contexts and future direction, introduction to multimedia authoring, visual design for industry and digital imaging. Units are equivalent to VCE units and when completed with Units 3 and 4, contribute to the ATAR and give the student a nationally recognised VET Certificate III in Screen and Media (VCE VET CDM).

See the VCE Unit Descriptors for a full Course Description.

YEAR 10: VOCATIONAL PATHWAYS

BSB20120 Certificate II in Workplace Skills

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace. This certificate can be counted towards 2 units in the VCE and VCE VM and meets the VCE VM requirement of 180 hours of VET studies.

Students complete all the core and elective units below over one year in order to attain their Certificate II in Workplace Skills.

Core units

BSBPEF202 Plan and apply time management

BSBWHS211 Contribute to health and safety of self and others

BSBCMM211 Apply communication skills

BSBOPS201 Work effectively in business environments

BSBSUS211 Participate in sustainable work practices

Elective units

BSBPEF101 Plan and prepare for work readiness

BSBTEC101 Operate digital devices

BSBTEC203 Research using the internet

BSBTEC202 Use digital technologies to communicate in a work environment

BSBCRT201 Develop and apply thinking and problem solving skills

CFA - Certificate II in Public Safety

Students will complete units from – PUA20712 Certificate II in Public Safety (Firefighting Operations)

They will learn about basic fire safety for homes and how to use some firefighting equipment such as fire extinguishers and fire hoses. Students are assessed on participation in practical activities, workbook completion and unit tests.

Participation in one year of this course will not provide students with enough units to gain the full qualification, however there is the opportunity to continue the program for a second year in order to complete the remaining units required for students to gain the full qualification.

Year 1 - Units of competence

PUAFIR215 Prevent Injury

PUAEQU001B Prepare, maintain and test response equipment

PAUFIR208B Participate in community safety activities

PUAOHS001C Follow defined occupational health and safety policies and procedures

PUACOM001B Communicate in the workplace

PUATEA001B Work in a team