

SOUTH OAKLEIGH
COLLEGE



Senior School Coursebook 2024

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Our College Logo – Local Identity & Pride

She-Oak trees, native to the College area, came to prominence in 1853 when Scotchman’s Creek became Oakleigh, a vibrant timber curing center. The grain reminded English woodworkers of Oak, with experts of the day impressed with the She-Oak’s enduring qualities. Symbolic of growth, strength and resilience, the needles of the She-Oak have been used as a core graphic to capture and convey a sense of history and local identity.

A diamond backdrop provides a distinctive backdrop to portray the essence of a shape associated with excellence and authority. A gold element underscores the icon to emphasise the aspirational and forward moving qualities of education at South Oakleigh College.

WELCOME TO SOUTH OAKLEIGH COLLEGE

Dear Students, Parents and Guardians

Welcome to the Senior School at South Oakleigh College.

Throughout the Senior School journey, our aim is to support students as they navigate the educational landscape and achieve their full academic potential. We value the life of the mind and want to pass on a love of learning to all our students as they develop into 21st Century global citizens equipped with leadership and lifelong skills.

South Oakleigh College (SOC) aims to provide students with a quality education, within an environment suited to young adults. The College has developed a range of academic programs, and these have been coordinated with institutions of further education to provide pathways to many - and varied - career areas.

We aim to equip our Senior School students with:

- a sense of purpose and the motivation to excel at what they do
- self-confidence, self-esteem, and the lifelong satisfaction of achievement
- a capacity and willingness to continue learning
- the ability to make their own judgements and decisions
- the ability to take responsibility for their own actions

We encourage our young people to make use of the excellent opportunities for personal development by taking part in a range of enriching activities outside the classroom; including, individual and team sports, travel abroad, participation in music, drama, formal social events and many other activities. The partnership between school, students and parents helps prepare our students for further studies or employment pathways to the world beyond secondary schooling with confidence.

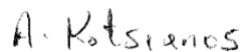
At SOC we realise that student abilities, learning approaches and goals vary greatly and that a highly personalised program of subjects over the three years of Senior School is essential.

Please read this course booklet carefully: the wealth of information in these pages will assist students to make educated choices for their Senior School Program.

We wish you every success in your journey through the Senior Years at SOC.



Helen Koziaris
Principal



Anthony Katsianos
Assistant Principal



Ms Grace Terdich
VCE Coordinator

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USING THIS BOOKLET

This booklet is intended to provide students at SOC with information they need to help them maximise their opportunities and enjoy a positive and rich VCE experience. Years 9 and 10 students will find valuable information about the nature of the VCE and the demands that it places on them. Year 11 students, already familiar with the basics, will find the book helpful in reassessing their VCE program as it moves into its final stage.

The information provided in this booklet needs to be used in conjunction with other materials and programs provided at the College. Students are encouraged to discuss their possible career pathways with our Careers Counsellor and other staff members.

The first section of this booklet gives a very general overview of the VCE and Year 10 programs and includes a glossary of VCE terms. The second section outlines a course selection process that will assist students to decide what they may choose to study. The last section outlines the subject areas that students can choose from at SOC.

PATHWAYS - DESIGNING YOUR VCE PROGRAM

What is a Program?

A Program is a group of studies, usually taken over two years, which focus on a particular area or pathway.

When selecting VCE or VET subjects it is important to select a balanced course that reflects the students' strengths, interests and future educational or career objectives, without narrowing their options. **Whatever the field of interest, students need to ensure that they have checked the prerequisite subjects - for possible higher education courses - with the Victorian Tertiary Admissions Centre (VTAC) www.vtac.edu.au**

If you are unsure, please see our Careers Pathways Coordinator for further information.

GLOSSARY: SOME COMMON VCE TERMS

Assessment Tasks – Pieces of work which are undertaken over a designated period of time, or as an examination and which are graded to determine the student's level of performance.

Australian Tertiary Admissions Rank (ATAR) formerly called Equivalent National Tertiary Entrance Rank – the ATAR is a rank derived from the scaled scores of English and the best three studies plus 10% of scaled scores of two other studies. The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95. This score is used by most tertiary institutions as the primary criterion for selection.

Attendance - VCE students at the College are expected to attend **all** scheduled classes. While there are circumstances that will prevent a student from attending classes, College procedures are to be followed. Where a student is absent without reason to such an extent that he or she falls beneath 90% attendance, the student will be deemed withdrawn from that unit and receive a 'J' result for that unit.

Authentication – this refers to the process that the teacher undertakes to ensure that the work handed in for a Coursework or an assessment task is the students' own work. Authentication is usually a matter of viewing all drafts produced and, sometimes, a teacher will wish to discuss with the students to ensure that they comprehend what they have written, that it is genuinely in their own words and that it is indeed their own work.

Coursework – assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each unit's outcomes. Assessment tasks designated for coursework are part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework may count towards a student's study score in each VCE study.

GAT – The General Achievement Test is a 3-hour test taken by all students undertaking a Unit 3&4 study and is scheduled for mid-June. The GAT is not a test that can be specifically prepared for as it measures the general ability of our students. However, the College provides formalised preparation for the GAT by giving students opportunities to practise the style of questions they will be presented with when they sit for the GAT.

Prerequisite Subjects – these are Units that must be satisfactorily completed before a student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.

S/N – these letters indicate either 'S' for Satisfactory or 'N' for Non-satisfactory completion of a Unit. Students must gain an 'S' for all outcomes in order to gain an 'S' for a Unit of Study.

SAC – School Assessed Coursework tasks are assessment tasks specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by the teacher.

SAT – School Assessed Tasks are completed within subjects that require the production of a product, portfolio or model. This Unit 3&4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and the score is confirmed through external validation (impartial confirmation from a professional outside the school).

Semester - this equates to roughly half the academic year, or two terms. Each unit of study lasts for one semester. Units 1 and 3 finish just before the end of Term 2 - generally in the last two weeks prior to the semester break - and Units 2 and 4 begin immediately after the start of Term 3.

Sequence – this expression refers to a 2-unit study that is taught chronologically. For instance, Unit 3&4 studies may only be taken as a sequence. This is because there is a specific need for sequenced understanding in the subject. A student must obtain an 'S' for both Units 3 and 4 if they are to gain a study score for the sequence

Study – this term is the name given by the VCAA to an academic subject.

Study Score – A score of 0-50 is given for each Unit 3&4 study. This sums up a student's total achievement, relative to all other students doing that same study. The score is based on school assessments and examinations.

Unit – each VCE study is divided into 4 Units. Normally, students complete Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. However, some students may vary their program if they choose to do so, with Unit 1&2 sequences commenced in Year 10 and Unit 3&4 sequences completed in Year 11 or Year 12.

Victorian Curriculum and Assessment Authority (VCAA) – this is the government agency charged with the responsibility of managing the operation of the VCE. The VCAA issues the students' Results Statement at the end of their program.

VET – Vocational Education and Training combines VCE studies with vocational education and training units. VET offers post-secondary qualifications for employment.

VTAC – The Victorian Tertiary Admissions Centre is the body that administers the selection for Victoria's tertiary institutions jointly with the institutions. This is the organisation that distributes students' ATARs.

DECISION MAKING

The first step in making any decisions about a school program and a possible future career or further study pathway is to understand yourself, namely:

- who you are
- what you like and don't like
- what you're good at, and
- your values.

There is no 'right' or 'wrong' choice. Life will take you on a complex journey involving many changes and career decisions. **At each step it's all about making the best decision you can at the right time, using the best resources available.**

The best time to start thinking and reflecting is **NOW**. The following resources can assist you in the important process of getting to know yourself, learning about the world of work and where you might best fit.

The final decision and confirmation of student enrolment in a subject as part of the Course Counselling and Confirmation is at the discretion of the College based on the following:

- College Resources
- Timetabling
- Past student performance and school attendance.

CAREERS and JOBS

MORRISBY PROFILE: After completing *The Morrisby Report* profiling, you can view your unique careers profile. This helps you understand the sorts of careers and study choices that the “Morrisby” will suggest, based on your personal responses to the survey.

SOC: www.southoakleighcollegecareers.com is the College’s Career Website

MYFUTURE: www.myfuture.edu.au is a comprehensive career information service. It has a career exploration tool and job information. It can be particularly useful for putting together job resumes and course applications. To look at occupations that might suit you, select “my guide,” then “identifying.” To find out about specific occupations, select “facts” (top of screen), “Occupations” (in Work and Employment box) then “Alphabetically” (also at the top).

JOB GUIDE: www.jobguide.thegoodguides.com.au is an excellent site to dig deeper about particular jobs or careers. Jobs are listed alphabetically or grouped according to Field of Work, Type of Work or Learning Area. The Job Guide provides personal requirements, related jobs, education and training options (Select VIC at the bottom) and employment opportunities.

JOB SEARCH: www.jobsearch.gov.au Select “Job Explorer” to get a sense of a job’s aspects; e.g., skills, knowledge, work values, interests and abilities needed, job environments, typical activities and tasks and related occupations. Select “Job Outlook” for information on weekly earnings, job prospects, occupation size, gender ratio, median age and so on.

ONLINE TESTS:

1. www.personalitypathways.com/type_inventory.html
2. www.bgfl.org/multipleintelligences - recognising how you best learn and therefore what subjects you might best be suited to
3. www.myfuture.edu.au
4. www.viacharacter.org/www/Character-Strengths/VIA-Classification - determine your character strengths

CAREERS ONLINE:

www.careersonline.com.au - An excellent Job Search Site, with job information modelled on Job Guide, including details of training, descriptions of 1000+ jobs. Offers the ‘Keirse’ test to establish personality profiles. Includes some Job Options (advertises). ‘Learn at the Job Seekers Workshop’ gives tests for job- matching and covers goal setting, decisions and resources.

TIMELINE

2024 Key Dates	Program Information
22 June	Year 10 & 11 2024 Senior School Information Evening <ul style="list-style-type: none"> - Overview of VCE and VCE Major Certificates - Pathway Introduction - Careers Information - Introduction to Course Counselling - Subject Selection Information
23 June	Senior School Coursebook distributed via Compass Subject Selection preferences open for all students in Year 10 and 11 2024 (Accelerated options not yet open)
14 July	Subject Selection preferences close
24 July	Year 10 2024 Accelerated subject applications open (Unit 1 & 2)
31 July	Year 10 2024 Accelerated applications close (Unit 1& 2)
14 August – 25 August	Year 10 & 11 Course Counselling
From 28 August	Year 10 Accelerated Program successful applicants notified
10-17 November	Semester 2 Exams
20-21 November	Students in Years 10 and 11 (2023) do not attend classes. They must come into school with their parents or guardians to confirm their course for Year 11 and Year 12 2024
22-23 November	Year 10 2024 Course Confirmation
27 November	Headstart Program begins for all students
27 November – 29 November	Year 12 2024 Retreat
8 December	Headstart Concludes Change of Subject Applications due
11-15 December	Activities Week for Year 10 2024 students

*Confirmation of subjects is dependent upon 2023 academic results.

IMPORTANT SUBJECTS FOR TERTIARY STUDY IN VICTORIA

The list below is by no means complete but is certainly a useful guide to the majority of courses and institutions. It is recommended students seek individual guidance specific to their interests.

COURSES	PRE-REQUISITE VCE SUBJECTS	INSTITUTIONS
ARTS & HUMANITIES / PSYCHOLOGY / LAW / COMMERCIAL LAW	English / Literature / EAL	ACU-Ballarat, Deakin, La Trobe, Melbourne, MIBT, Monash, RMIT, Swinburne, VU
AVIATION	English / Literature / EAL Mathematics, preferably Mathematical Methods	RMIT, Swinburne
BIOMEDICINE / BIOMEDICAL SCIENCE APPLIED CHEMISTRY / BIOLOGICAL SCIENCES / LABORATORY MEDICINE	English / EAL Chemistry One of Mathematical Methods, Biology, Physics or Specialist Mathematics	ACU-Ballarat, Deakin, La Trobe, Melbourne, Monash, RMIT, Swinburne, VU
BIOTECHNOLOGY / BIOSCIENCE	English / EAL Mathematics or Mathematical Methods Chemistry One of Biology, Physics, Psychology, Health & Human, Information Technology, Physical Education or Specialist Mathematics	Box Hill Institute, La Trobe, Monash, RMIT, Swinburne
BUILDING & CONSTRUCTION / ARCHITECTURE INDUSTRIAL / DESIGN / PLANNING PROPERTY / SURVEYING GEOSPATIAL SCIENCE	English / Literature / EAL Mathematics or Mathematical Methods One of Visual Communication Design, Studio Arts	Deakin, La Trobe, Monash, RMIT, Swinburne
BUSINESS / ACCOUNTING / FINANCE / MARKETING	English / Literature / EAL Mathematics (Further Mathematics or Mathematical Methods)	ACU-Ballarat, Box Hill Institute, La Trobe, RMIT, Swinburne, VU
COMMERCE / ECONOMICS PROJECT MANAGEMENT	English / Literature / EAL Mathematical Methods / Specialist Mathematics	ACU-Ballarat, Deakin, La Trobe, MIBT, Monash, RMIT, Swinburne
DANCE / DRAMA / MUSIC PERFORMING ARTS	English / Literature / EAL Specialisation * e.g. Grade 7 in Music	ACU-Ballarat, Deakin, Melbourne, Monash, Swinburne, VCA
DENTISTRY / ORAL HEALTH MEDICINE / OPTOMETRY PHYSIOTHERAPY / PHARMACY PARAMEDICS / ORTHOPTICS PROSTHETICS / ORTHOTICS OCCUPATIONAL THERAPY / PODIATRY CHIROPRACTIC / MEDICAL RADIATIONS / SPEECH / OSTEOPATHY BEHAVIOURAL / NEUROSCIENCE	English / Literature / EAL One or two of Biology, Chemistry, Health & Human, Psychology, Physics, Physical Education, Mathematical Methods or Specialist Mathematics	ACU-Ballarat, CQU, CSU, Deakin, La Trobe, Melbourne, Monash, RMIT, VU

Teamwork

Resilience

Responsibility

Respect

High Expectations

COURSES	PRE-REQUISITE VCE SUBJECTS	INSTITUTIONS
ENGINEERING	English / English Language / Literature / EAL Mathematical Methods or Specialist Mathematics Physics and/or Chemistry	ACU-Ballarat, Deakin, La Trobe, Melbourne (through another degree), MIBT, Monash, RMIT, Swinburne, VU
EXERCISE SCIENCE / SPORTS SCIENCE / HUMAN MOVEMENT	English / Literature / EAL One or two of Mathematics (any), Physics, Chemistry, Biology, Physical Education, Outdoor Education, Health & Human or Psychology	ACU, Deakin, La Trobe, RMIT, Victoria
HEALTH SCIENCES / HEALTH INFORMATION MANAGEMENT	English / Literature / EAL One of Biology, Chemistry, Mathematics (any), Physical Education or Physics	ACU-Ballarat, CSU, Deakin, La Trobe, MIBT, Monash Swinburne
INFORMATION TECHNOLOGY / COMPUTER SCIENCE / BUSINESS INFORMATION SYSTEMS	English / Literature / EAL Mathematics (some courses require Mathematical Methods specifically)	ACU-Ballarat, Box Hill Institute, Deakin, La Trobe, MIBT, Monash, RMIT, Swinburne
NURSING / MIDWIFERY	English / Literature / EAL Mathematics (some courses require Mathematical Methods specifically) One of Biology, Chemistry, Health & Human, Physics or Psychology	ACU-Ballarat, CSU, Deakin, La Trobe, MIBT, Monash, RMIT, Swinburne, VU
NUTRITION / FOOD SCIENCES / FOOD SCIENCES & TECHNOLOGY	English / Literature / EAL Mathematics (any), Chemistry	ACU-Ballarat, Deakin, La Trobe, Monash, RMIT, VU
SCIENCE / APPLIED SCIENCE / NANOTECHNOLOGY / FORENSIC SCIENCE / MEDICAL BIOSCIENCE / ENVIRONMENTAL SCIENCE	English / Literature / EAL Mathematical Methods One of Biology, Chemistry, Physics, Psychology or Specialist Mathematics	ACU-Ballarat, Deakin, La Trobe, Melbourne, MIBT, Monash, RMIT, Swinburne, VU
TEACHING / PHYSICAL EDUCATION / SPORT & OUTDOOR RECREATION / EARLY CHILDHOOD EDUCATION	English / Literature / EAL Units 1 & 2 in General Mathematics or Mathematical Methods Unit 3 & 4 Further Mathematics for some courses Units 3 & 4 Mathematical Methods IF planning to teach Mathematics One or two of Biology, Chemistry, Physical Education or Health & Human	ACU-Ballarat, CSU, Deakin, Holmesglen Institute, La Trobe, Monash, RMIT, VU
SOCIAL SCIENCES / SOCIAL WORK / HUMAN SERVICES / YOUTH WORK / COUNSELLING	English / Literature / EAL	ACU-Ballarat, Deakin, La Trobe, Monash, RMIT, Swinburne, VU
VETERINARY SCIENCE / ANIMAL & VETERINARY BIOSCIENCE / WILDLIFE & CONSERVATION / ZOOLOGY	English / Literature Chemistry One of Mathematical Methods, Physics, Biology, or Psychology	Deakin, La Trobe, Melbourne (through another degree), Monash
VISUAL ARTS / GRAPHIC DESIGN / ILLUSTRATION / FASHION TECHNOLOGY DESIGN / MULTIMEDIA	English / Literature / EAL, One of Art, Studio Arts, Visual Communication Design, Product Design & Technology, Media or VET Multimedia	ACU-Ballarat, Deakin, La Trobe, Melbourne, Monash, RMIT, Swinburne

TERTIARY OPEN DAYS

Most tertiary institutions hold their Open Days throughout weekends in August. Open Days are a great opportunity to speak to academic staff, current students and selection officers about tertiary courses and prerequisite or desirable VCE subjects needed for these courses. Students can also check out the campus and its facilities, get a feel for the environment and collect information resources. Students also can attend workshops, presentations, and demonstrations in key area(s) of interest. Students generally need to book into these sessions in advance. Many institutes have in person and virtual options for their open days.

Most institutions have an online planner on their Open Day page to assist students to organise their visits and book into events of interest. A convenient planner of Open Days is available on the SOC Careers Website.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the administration of the two-year Victorian Certificate of Education (VCE). The VCAA's objective is to give access to education of the highest quality to all students seeking to undertake studies leading to the VCE.

The VCE has divided knowledge into broad areas called Key Learning Areas. Within each area there is a range of studies intended to provide comprehensive coverage of the field. Each study (subject) is divided into half year (semester) Units involving class work and homework. Units 1 and 2 approximate Year 11 level of difficulty, while Units 3 and 4 approximate Year 12 level of difficulty.

Each Unit of Study has a course developed around the concept of Unit Outcomes, which must be achieved for Satisfactory Completion of the Unit. Achievement of the Unit Outcomes is based on the Class Teacher's assessment of the student's performance on assessment tasks designated for the Unit. In Units 1 and 2 the instruments for assessment are Outcomes, as specified by Heads of Learning Areas, based on guidelines from the Study Design. In Units 3 and 4, the instruments of assessment are School Assessed Coursework (SACs) and School Assessed Tasks (SATs) based on guidelines from the study design.

At Year 11, judgement of satisfactory completion is made internally. South Oakleigh College will report **S** (satisfactory completion) or **N** (non-satisfactory completion) to the VCAA for each Unit. The VCAA will issue a statement of results to each student at the end of the year. For all VCE studies a Unit is satisfactorily completed if all Unit Outcomes have been achieved to a satisfactory standard.

VCE Rules at SOC

The rules for the VCE at South Oakleigh College are contained in the "*Senior School Policy Statement Rules & Procedures*" which will be provided to students as part of their VCE Orientation Program. Both students and parents are encouraged to familiarise themselves with the rules relating to submission dates, extensions, absences, special provision, and lateness. School-based decisions regarding all aspects of the VCE will be made in accordance with these rules.

Year 11

All students are expected to be enrolled in five subjects timetabled by South Oakleigh College. Students who elect to enrol in a subject through Distance Education, Victorian School of Languages, Victorian Virtual Network, community schools or another private education facilitator will have this subject listed as their seventh subject- i.e. it is in addition to the five subjects timetabled. This includes subjects that are Units 3 & 4.

Year 12

All students will be enrolled in a minimum of five subjects timetabled by South Oakleigh College. Students who have completed two Unit 3 & 4 subjects in Year 11 will have the option to study only four subjects if a study score result achieved for at least one subject is above 37.

Students who meet this criteria will need approval from the Principal and will be expected to volunteer support in a timetabled class for two periods per week during semester one in their highest performed unit 3 & 4 subject of the previous year.

Virtual Learning

Where there is an unpreventable clash in SOC senior school timetabling, students may be offered the opportunity to access the subject via Victorian Virtual Learning Network (VVLN) or Virtual Schools Victoria (VSV). Subjects not offered by SOC will not be considered as a VVLN or VSV option as on-site learning support is unable to be provided.

Undertaking a subject via VVLN or VSV must be carefully considered. As face-to-face support is not available, students must be independent learners, have strong organisation and time management skills and have demonstrated outstanding academic results across all subjects.

Students who choose to enrol in a Virtual Learning Program or another external education provider (e.g. Victorian School of Languages) outside of the above expectations will do this knowingly that it is in **addition** to the six subjects required in Year 11 or the five subjects required at Year 12.

Failure to comply with the VCE rules may compromise a student's program and their VCE.

VCE Assessment

Students at South Oakleigh College normally study 10 units (5 subjects) at Year 11; and 10 units (5 subjects) at Year 12 – a combined total of 22 units across the two years.

Successful completion of the VCE requires satisfactory completion of a minimum of 16 units which must include:

- **Three units from the English group: at least one unit at Units 1 & 2 level plus both Units 3 & 4.**
- **At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.**

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Outcomes

Every Unit has learning outcomes, a set of varied learning activities directly related to the areas of study in that Unit. For Units 3 & 4 subjects, student marks are used to calculate a study score which is used to determine the student's ATAR.

Each Unit of VCE study has a number of learning outcomes, assessed through tasks that are common to all students. An N for any one of these gives the student an N for the Unit. Satisfactory or Non-Satisfactory completion of a Unit is, therefore, determined from the assessment of students' learning outcomes.

Graded Assessments Tasks

For students undertaking Units 1 & 2, there will be graded tasks in each Unit. These tasks will determine whether the student receives an S or N mark for the subject overall.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks (Music Composition only) for each Unit. In each study there will be a combination of the School assessed work and examinations, which are assessed directly by the VCAA. Assessments will be assessed according to VCAA data and students will receive feedback on each task. The VCAA moderates all Unit 3 and 4 marking making school-awarded marks provisional.

It is from these grades in each study that the VCAA determines a student's study score which is often then used to arrive at their Australian Tertiary Admissions Rank (ATAR).

ATAR

The ATAR is designed so that it should not be affected by a student's choice of VCE studies. While ATAR scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in the year.

Scaling and strength of competition thus balance out. This leaves students free to choose their studies on the right kinds of educational grounds: what they enjoy, what they are good at and what they need – given their intended future studies or careers.

Please note, there is no bias favouring the Sciences over the Humanities, or any other particular combination of studies or focus of study. Sometimes particular combinations or studies reinforce each other, but that applies equally to the Sciences, the Humanities and other areas.

It is critical that students pursue subjects that they are passionate about to be afforded the best opportunity to do well.

Pursuing a subject purely because it scales well is a poor basis for decision making

Studies that count towards the ATAR

The ATAR is based on up to six VCE results. The results do not all have to be from one year. The ATAR is calculated using:

- your best score in any one of the English studies; plus
- the scores of your next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10 per cent of the scores for any fifth and sixth study which you may have completed (these are called increments).

If you have the Primary Four you will get an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used.

Calculating the ATAR

The scaled Study Scores are called ATAR Subject Scores. An ATAR Aggregate is calculated by adding:

- your best ATAR Subject Score in any one of the English Studies, plus
- the ATAR Subject Scores of your next best three permissible studies, plus
- 10 per cent of the ATAR Subject Score for a fifth study (where available), plus
- 10 per cent of the ATAR Subject Score for a sixth study (where available).

Note: No more than two subject sequences in the same study grouping may be contribute towards the primary 4 subjects for the calculation of an ATAR.

See <https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/current-students.aspx> for more information

Study Scores

Student's overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. The following table shows the study score breakdown:

Study Score	Percentage of students on or above this study score
45	2%
40	9%
35	26%
30	53%
25	78%
20	93%

VARIATIONS TO VCE PROGRAMS

Students may vary the usual VCE program requirements if they:

- have transferred from interstate or overseas
- are exchange students
- have previously been enrolled in the International Baccalaureate
- wish to complete VCE as a **3-year** program; i.e. Years 10, 11, 12

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET Certificate courses provide students with specific training for work in a variety of industries and recognition of their competency to undertake work tasks. The courses are more practical in structure than traditional curricula. The courses offered by schools range from Certificate II to III level under the Australian Qualification Framework, are nationally recognised and often delivered under the auspices (guidance) of a Registered Training Organisation e.g. a TAFE provider. Completion of parts or all of a certificate program can contribute towards the successful completion of the VCE. The level of contribution varies according to the hours undertaken in the program. Some can contribute to a student's (ATAR). Most courses require a student to undertake structured workplace learning with an employer. Students must be prepared to be flexible to meet the demands of courses.

Why Choose A VET Course as part of a VCE VM Course?

Students elect to undertake a VET course for the following reasons:

- They wish to obtain their VCE but want to develop specific industry skills at the same time. VET courses contribute to the award of the VCE and provide industry-based learning.
- Students can explore work-related interests without leaving school
- For some students, the VET course builds on their casual work experience
- Students can undertake a more practical style of learning that includes a structured workplace experience.

Studies undertaken elsewhere

Students are encouraged to undertake Language units, which are not offered by South Oakleigh College, at the Victorian School of Languages (Saturday Morning School). Many students are maintaining their cultural heritage by studying languages their families speak at home which is also useful for increasing their ATAR score.

Accelerated Courses at University

In this program, you'll complete two units of a first-year university subject at the same time as your Year 12 studies. You'll undertake one unit per trimester, studying alongside other first-year students, to complete your chosen units in a dynamic tertiary environment.

This will be added to your ATAR at the end of the year depending on your score.

VCE VOCATIONAL MAJOR (VM)

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It 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 program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

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, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

VCE Vocational Major (VM) Structure

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in a team.

An Example of a VCE VM Course:

Students must successfully finish at least 16 units, including:

- 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)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

How do I know that I satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VCE VM SUBJECT OVERVIEWS

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop 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. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines 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. Students participate 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. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution.

Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

SUBJECT INDEX

ACCELERATED LEARNING

	Years			
Accelerated English	7	8	9	10
Accelerated Maths	7	8	9	10
Accelerated Science	7	8	9	10

ENGLISH

	Years			
Mainstream English	7	8	9	10
EAL	7	8	9	10
Literacy	7	8		
Creative Writing			9	

	Units			
VCE English	1	2	3	4
VCE EAL	1	2	3	4
VCE Literature	1	2	3	4

MATHEMATICS

	Years			
General Maths	7	8	9	10
Math Methods Preliminary				10

	Units			
VCE General	1	2	3	4
VCE Foundation	1	2	3	4
VCE Methods	1	2	3	4
VCE Specialist	1	2	3	4

HUMANITIES

	Years			
Mainstream Humanities	7	8	9	
History				10
Commerce				10

	Units			
VCE Accounting	1	2	3	4
VCE Ancient History	1	2	3	4
VCE Business Management	1	2	3	4
VCE Global Politics	1	2	3	4
VCE Legal Studies	1	2	3	4

SCIENCE

	Years			
Mainstream Science	7	8	9	
Forensic Science			9	
Biochemistry				10
Physics & Systems Engineering				10

	Units			
VCE Biology	1	2	3	4
VCE Chemistry	1	2	3	4
VCE Physics	1	2	3	4
VCE Psychology	1	2	3	4

HEALTH & PHYSICAL EDUCATION

	Years			
Health & Physical Education	7	8	9	10
Health & Psychology				10
Human Movement				10
High Performance Sport			9	
Duke of Edinburgh			9	
Sport	7	8		

	Units			
VCE Health & Human Development	1	2	3	4
VCE Physical Education	1	2	3	4

LOTE

	Years			
Greek	7	8	9	10
Japanese	7	8	9	10

	Units			
VCE Greek	1	2	3	4
VCE Japanese	1	2	3	4

ARTS

	Years			
Drama	7	8	9	10
Media				10
Music		8	9	10
Applied Art			9	
Art	7	8		10

	Units			
VCE Art Making and Exhibition	1	2	3	4
VCE Drama	1	2	3	4
VCE Media	1	2	3	4
VCE Music Performance	1	2	3	4
VCE Visual Communication	1	2	3	4

TECHNOLOGY

	Years			
Cafe Catering				10
IT Coding				10
STEM Project				10
Food Technology		8	9	
Robotics & Coding			9	
Material Textiles	7	8	9	
Digital Media			9	
Electro-Technology			8	
Designs & Mechanisms	7			

	Units			
VCE Food Studies	1	2	3	4
VCE Software Development	1	2	3	4
VCE Systems Engineering			3	4
VCE Applied Computing	1	2		

YEAR 10 COURSE SELECTION

In many respects, Year 10 is a pivotal year because it forms a stepping-stone to the post compulsory years of schooling. It is a time for students to exercise an increased range of choice in the subjects they complete and for individuals to pursue specific areas of interest. In allowing for these choices, it is vital that, as a College, we seek to ensure that students reach their full potential and that the choices students make are well-considered and appropriate to the student's individual needs.

Most students focus on their Year 10 subjects which will provide strong foundations for success in Year 11 and Year 12.

At Year 10, the College will endeavour to keep student's options open whilst catering for individual strengths. Students will pursue a core academic program and will undertake a series of electives, either at a year 10 level or from the College's offering of VCE Unit 1 & 2 subjects.

Students will complete a total of seven subjects during the year.

There are **three** CORE Units of study that all students will study over two semesters:

- Year 10 English or EAL or Advanced English
- Year 10 Standard Mathematics or Year 10 Maths Methods
- Year 10 Health and Physical Education

Students **must also** select **at least** one Humanities elective **and** one Science elective which are studied over two semesters.

Humanities Electives:

- Year 10 History (History/Politics/Geography combination)
- Year 10 Commerce (Accounting/Business/Economics/Legal Studies combination)

Science Electives:

- Year 10 General Science
- Year 10 Biochemistry (Biology and Chemistry combination- recommended for students considering Biology or Chemistry the following year)
- Year 10 Physics & Systems Engineering (Physics and Systems Engineering combination- recommended for students considering Physics or Systems Engineering the following year)

Please note, students who have completed the Year 9 Accelerated Science Program are expected to complete a VCE Acceleration Application form for **one** VCE Unit 1 & 2 Science subject (listed below). This may replace one of the Science options listed above in place of the above Year 10 Science options:

- Biology
- Physics

In addition to the subject options above, students may also select from the elective options listed below:

- | | |
|-----------------------|-----------------------------------|
| • Cafe Catering | • LOTE (Japanese or Modern Greek) |
| • Drama | • Media |
| • IT Coding | • Music |
| • Art | |
| • Health & Psychology | • VCE Subject* |
| • Human Movement | |

*The timetable links Year 10 classes with Year 11 studies, therefore allowing students to select from a range of VCE subjects offered as part of their Year 10 program.

To allow the selection of subjects and to inform students and parents of the content of the core curriculum, this publication provides descriptions of subjects to be offered next year.

Acceleration Options for VCE

Students who are excelling in their academic studies in either Year 9 or Year 10 are offered the opportunity to take up the challenge of accelerating in a VCE subject. These students will be students who have shown that they are working above the level expected of their current year and so will be able to perform at the highest level. We expect students who accelerate to place within the top 16% of students of those in the year above equating to a study score of 37 or above.

Students who accelerate are expected to be able to cope with both the demands of their accelerated subject as well as maintaining a high level of achievement and attitude in their other subjects. Acceleration can have a negative impact on a student's achievement and some students may not perform as well as they could do if studying the subject in the same year as their peers. Therefore, acceleration will only be considered via an application process. All students who wish to apply for acceleration, including students who have completed the Year 9 Accelerated Science Program, are expected to complete the Application Form (see appendix). Several sources of student data will be triangulated to ensure that we identify students who will benefit most from acceleration by meeting both the academic and social/emotional demands of their acceleration subject and the rest of their program.

Students will be offered the opportunity to accelerate if they meet the criteria below:

1. Student achievement across all subjects is of a high standard.
2. Student aptitude as shown by diagnostic testing. Performing well in an accelerated subject requires students to be able to grasp knowledge/skills quickly and in more depth.
3. Student has demonstrated an excellent attitude towards their studies in all subjects. This will be based on their Semester One Reports and no concerns being raised throughout the year.

Students who meet all three criteria will be considered for acceleration. Students who meet two out of three of these criteria will be allowed to accelerate if at least half of their teachers support the application to acceleration.

Students who meet only one of these criteria will not be allowed to accelerate. In addition, the student's wellbeing will be considered to make sure they are able to cope emotionally with the extra pressures involved in accelerating.

If any concerns arise regarding the student's wellbeing or progression, they may be advised to drop their accelerated subject.

All students who are currently accelerating will have their progress reviewed at the end of Semester One. They will be monitored by the progression team (Director of Students, VCE Coordinator). If a student is not progressing as expected in either their accelerated subject or other subjects, they will not be permitted to continue with the Unit 3 and 4 in that subject.

Unit 1 & 2 subjects offered to Year 10 students will be at the discretion of South Oakleigh College based on school resourcing.

Year 10 students who wish to undertake a VCE subject must complete an application form and submit it to the front office by the due date of subject selections. Please refer to the appendix.

ENGLISH

Mainstream English

Students begin English study at the Senior College with a focus on language skills and comprehension. They will learn and apply a wide range of written and oral communication skills in the context of a range of short and longer texts including films, short stories, song lyrics, newspaper articles and novels.

- In semester 1, students will undertake a detailed study of a novel and conduct an inquiry which culminates in a persuasive oral presentation for a specific audience.
- In both semesters, Students will also undertake a close study of issues, learning to analyse visual and verbal language and to present an argument in both written and oral forms.
- In semester 2, students will focus on comparing the way different text types convey meaning.

Advanced English

Students must have completed Year 9 Accelerated English or have been recommended by their English Teacher.

In Year 10, Accelerated students will prepare for VCE English and VCE Literature. They will read and respond to texts analytically and creatively. Students will analyse arguments and the use of persuasive language in texts to create their own text intended to position audiences. They will develop their skills in creating written, intended to be spoken, and multimodal texts.

Students will 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. They focus on how different readings of texts may reflect the views and values of both writer and reader. They consider the ways in which various interpretations of texts can contribute to understanding.

MATHEMATICS

At Year 10, students from Year 9 mainstream Maths will undertake either Year 10 Standard or Maths Methods Preliminary for the entire year.

Year 10 Standard Mathematics

At Year 10 students will complete Standard Mathematics for the entire year. Students will be challenged at an appropriate level to further develop their skills within the proficiency strands of *Understanding, Fluency, Problem Solving and Reasoning*. Standard Mathematics focuses on working mathematically to explore Number and Algebra, Measurement and Geometry, and Statistics or Probability.

Year 10 Maths Methods Preliminary

This unit provides students with the opportunity to further explore concepts covered in the Standard Mathematics subject in preparation for further study of functions, algebra, and calculus; as well as other additional content related to statistics and trigonometry. Students considering studying mathematics at a tertiary level are encouraged to undertake this subject.

HEALTH and PHYSICAL EDUCATION

Description:

Year 10 Health and Physical Education offers students a wide range of opportunities to enhance their health and wellbeing. The Year 10 curriculum allows students to experiment with, refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of activities. Students will critically analyse contextual factors that influence their identities, relationships, decisions and behaviours during their transition into adulthood. To support this, they compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Year 10 Health and Physical Education provides students with the opportunity to participate in a variety of new and alternative forms of physical activity offered in our local community. Students engage in sports and activities not normally undertaken at school and gain an understanding of the different facilities available to them within their community. Activities are scheduled in a variety of local locations, or external providers are invited to deliver sessions at the College, e.g., BounceINC, ice skating, fencing and martial arts. Please note, students are expected to make their own way to offsite venues (leaving during lunch time), as the program also promotes independence and self-awareness within our community.

Involvement within the program plays an important role in developing positive health practices for the future. Furthermore, Year 10 Physical Education supports all students in meeting Australia's Physical Activity and Sedentary Behaviour Guidelines within their busy academic schedule.

Areas of Study:

- Road Smart
- Party Safe
- Respectful Relationships
- Youth Issues

Types of Assessments:

- Test
- Case study analysis
- Research report

VCE Pathways:

- Physical Education
- Health and Human Development

HUMANITIES ELECTIVES

Students in Year 10 must complete Semester 1 and Semester 2 in Humanities unless they are in an alternate program. Humanities involves, broadly, the study of human societies and environments: people and their cultures in the past and the present. Civics and citizenship, economics, geography, and history are studied, as described in the Victorian Curriculum. Humanities provides a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions - and made meaning of it. Critical thinking skills are developed through the analysis of visual and written representations, films, and documentaries. The use of ICT, along with innovative and engaging lessons, aimed at catering for all learning styles, form the basis of the Humanities classroom.

Year 10 History

Description:

This branch of the humanities involves a combination of the social sciences. This subject focuses on Australia and the legacy remaining from world events following 1914. Students explore Australia and its involvement in World War II, including the causes, major events and the significance of our involvement. With a focus on the cultural, economic, and political impacts of the Holocaust that remain today. The history unit also covers the rights and freedoms that came after the war and how the world has globalised to present day. There is a specific focus in rights and freedoms to the contributions seen in developing and improving Indigenous Australian's civil rights. As we venture towards present day, we examine the political landscape in Australia and how citizens' political choices are shaped. Changes in technology, health, and population due to the influence of globalisation are also investigated. This unit is designed to include a social approach to the major changes that occurred in the history of the 20th century.

Areas of Study:

- History
- Civics and citizenship
- Politics

Types of Assessments:

- Historical Inquiry
- Evaluation of Historical Sources
- Extended Responses
- Historical Essays
- Traditional Tests

VCE Pathways:

- Australian and Global Politics
- Geography
- History
- Philosophy
- Sociology

Year 10 Commerce

Description:

This branch of the humanities involves a combination of business and economic subjects. This study focuses on developing transferable skills that help students identify and investigate contemporary economic and business issues or events. Students explore links between economic performance and living standards to gain an understanding of global economics. They also cover the business environment, including the nature of innovation and how businesses seek to create and maintain a competitive advantage in the market. Accounting skills are also introduced as a precursor to senior study, where students collect, record, analyse and interpret financial data. The foundations of the legal system are also studied, in which students interpret different types of laws and the hierarchy of the courts. This unit is designed to cover a range of commerce skills to best prepare students for further study in VCE.

Areas of Study:

- Business
- Accounting
- Civics and citizenship
- Economics
- Legal studies.

Types of Assessments:

- Case Studies
- Collaborative Reports
- Economic profiles
- Tests

VCE Pathways:

- Accounting
- Business Management
- Economics
- Industry and Enterprise
- Legal Studies

SCIENCE ELECTIVES

Year 10 General Science

The Science curriculum is organised around three interrelated strands. Each strand is of equal weight and importance. The focus of the Year 10 general science program will be to develop Science inquiry skills through posing questions, planning experiments, interpreting evidence and communicating findings. Students will build their science understanding through practical applications, problem solving and project-based learning.

This unit is designed to equip students with the skills to develop problem solving techniques that can be used in real world scenarios, VCE and beyond. Furthermore, Students will also be able to test and consider a range of information and decide on its accuracy through a range of inquiry techniques.

Areas of Study:

- Evolution & Genetics
- Types of bonds & Balancing Equations
- Newton's Laws & Motion

Types of Assessment

- Tests
- Written Report
- Designing and creating a project

VCE Pathways:

- Physics
- Biology
- Chemistry

Year 10 Biochemistry

(Biology Component)

Description:

Big picture – "How do things stay alive?"

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values. Students design and conduct a practical investigation that requires them to develop a question, plan a course of action, collect the appropriate primary qualitative and/or quantitative data, interpret the data and reach a conclusion in response to the question.

Areas of Study:

- Periodic Table & Chemical Bonding
- Mole Theory Introduction
- Organic Compounds
- Practical Investigation

Types of Assessments:

- Tests
- Written Laboratory Report
- Designing an Investigation

VCE Pathway:

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

(Chemistry Component)

Description:

Big Picture – "How can knowledge of elements explain the properties of matter?"

On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities. Students will investigate and explain the properties of organic substances with reference to their structures and bonding, use systematic nomenclature to name compounds, and explain how polymers can be designed for a purpose. Students undertake a research investigation question; for the selected question, students outline, analyse and evaluate relevant evidence to support their conclusions.

Year 10 Biochemistry *(continued)*

Areas of Study:

- Periodic Table & Chemical Bonding
- Mole Theory Introduction
- Organic Compounds
- Practical Investigation

Types of Assessments:

- Tests
- Written Laboratory Report
- Designing an Investigation

VCE Pathway:

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

10 Physics & Systems Engineering

Description:

This course aims to develop students' understanding of physics and engineering by combining the theory and practical skills of both of these subjects. Students will investigate mechanical systems looking at motion, structures, gears and pulleys and create their own mechanical machine. They will then study concepts related to thermodynamics and its impact in real life. Students will be given the opportunity to create their own type of renewable energy source.

The unit is designed to equip students with the key skills and practical knowledge to support them in their transition into VCE Physics and/or Systems Engineering.

Areas of Study:

- Thermodynamics
- Motion and Newtons Laws
- Mechanical Systems
- Renewable energy

Types of Assessments:

- Tests
- Written Report
- Case Study
- Designing and creating a project

VCE Pathways:

- Physics
- Systems Engineering

YEAR 10 ELECTIVES

Year 10 Art

Year 10 Arts is a pathway course to prepare students for VCE arts, technology, and media courses. Students explore different arts and technology practices to determine the pathway they want to pursue at VCE level.

Throughout the year-long course students learn and apply critical and creative thinking, and creative project-development skills to respond to a series of design, art and conceptual challenges to produce work in an array of materials. At the end of the course, students will have a sound understanding of creative-industry practices, and their own personal practice.

Students will also research and discuss works of art and design from a wide variety of sources. They will learn to discuss and apply the art and design elements and principles to a range of media and learn a number of skills that are vital to all creative arts, design and technology folio subjects at the VCE level.

Areas of Study:

- Observational drawing using a range of materials
- Investigation of cultural icons and folio of work created from this starting point to produce a range of work
- Studies in soft and hard materials to produce sculptural work
- Painting studies with annotation
- Folio to support all work
- Development of finished artwork with supporting studies in folio

Types of Assessments:

- Observational art works
- Material studies
- Ideas and inspiration
- Analysis of Artists work
- Classroom activities
- Written reports
- Demonstrations of techniques
- Examination
- Folio presentation with annotation of art works

Year 10 Coding (Information Technology)

Description:

Year 10 Coding is a course to prepare students for VCE Applied Computing courses. Students will learn the features of a programming language and will develop a software solution to an opportunity or need.

Throughout the year-long course students learn and apply logical and critical thinking to solve a range of problems. At the end of the course, students will have a sound understanding of software development programming practices.

Types of Assessments:

Using digital systems and techniques, creating a solution in response to a need or opportunity:

Visual Presentations Practical

Oral Presentations

Written Reports

Tasks

Year 10 Café Catering

Description:

Year 10 Café Catering is a pathway course to prepare students for VCE Food Studies. Students will be able to plan, prepare, present and evaluate food solutions for specific purposes. This subject is designed to enhance students' knowledge and skills in food preparation in the hospitality industry.

Students will learn about the design process and independently develop solutions to a design brief. They will cover topics related to the different aspects of the hospitality industry: food service and catering, menu planning, recipe development, foods for special occasions, foods for special needs, food allergies and food intolerances, nutrition, food labelling and marketing, technology in the kitchen, food trends, food and culture and food wastage.

Students will be required to design, plan and prepare suitable dishes appropriate for catering, justify their choice by including costing and nutritional value. They will develop competence in choosing and using various equipment, demonstrate skilful food preparation and food service and give careful thought to hygiene and safety. Activities include creating solutions to various design briefs, research, food preparation, peer evaluation, and sensory evaluation of food. Students will also visit William Angliss Institute as part of the foods course.

Areas of study:

- Hospitality industry
- Food service and catering

Menu planning, recipe development, foods for different occasions, foods for special needs, food allergies and food intolerances, nutrition, food labelling and marketing, technology in the kitchen, food trends, food and culture and food wastage.

Types of assessments:

- Production work
- Written tests
- Video/Podcasts
- Records of planning and production
- Practical tests
- Examination
- Oral Presentations
- Peer evaluations

Pathways:

- VCE Food Studies
- VCE Folio subjects such as Studio Arts, Visual Communication and Design, Media, Product Design & Technology

Year 10 Drama

Description:

Drama in Year 10 is a pathway course to prepare students for VCE Drama. Throughout the year-long course students learn and apply critical and creative thinking, and analysis and evaluation skills to respond to performance works, as well as work through a series of challenges to produce work from a range of stimulus materials. At the end of the course, students will have a sound understanding of conventions and production areas from a range of performance styles.

Students will also research and discuss works of theatre from a wide variety of sources, learn to discuss and apply the dramatic elements to a range of media, and learn a number of folio skills that are vital to all creative arts, design and technology folio subjects at the VCE level.

Areas of Study:

- Investigation of theatrical styles throughout history.
- Development of finished devised pieces with supporting studies in folio

Types of Assessments:

- Classroom activities
- Written reports
- Demonstrations of techniques
- Folio presentation with annotation of dramatic works
- Performance of ensemble and solo devised works

Year 10 Health & Psychology

Description:

During this course students will study the five dimensions of health and wellbeing, physical, mental, emotional, social, and spiritual. They will explore how they interrelate as well as the three factors affecting health and wellbeing, biological, sociocultural, and environmental. Students will learn about the health status indicators of Australians and compare them with Indigenous Australians. They will make comparisons through data and measurable indicators. They will research Non-Government Organisations from around the Globe and investigate low-, middle- and high-income countries.

During Semester 2, students will develop an understanding between the mind, the brain and behaviour. They will understand the various roles of psychologist's vs psychiatrists and research methods, including conducting their own psychologist. Lastly, students will learn about mental health vs mental illnesses and the role of sleep such as the stages, dreaming and the purpose of sleep. Year 10 Health & Psychology has been designed to support students in their transition into VCE Health and Human Development and/or Psychology. The subject should not be confused with regular health or science classes.

Areas of Study:

- Dimensions of Health
- Health Status of Australians
- Brain structure and function
- Psychological health and development

Types of Assessments:

- Case study analysis
- Research report
- Test
- Investigative task

VCE Pathways:

- Health and Human Development
- Psychology

Year 10 Human Movement

Description:

This course aims to develop students' understanding of human anatomy and the science relating to sport, exercise and movement. Students will investigate the role and function of the muscular, skeletal, cardiovascular and respiratory systems during exercise. Through practical activities, students examine how the muscles and bones work together to produce movement, and their limiting factors.

Furthermore, students will learn how the heart, blood vessels and lungs function at rest and during physical activity, and how they respond to physical activity.

Human Movement has been designed to support students in their transition into VCE Physical Education and should not be confused with regular Physical Education classes. Human Movement involves predominately theory-based classes.

Areas of Study:

- Human anatomy and physiology
- Kinesiology
- Injuries and rehabilitation
- Cardiorespiratory system and functions

Types of Assessments:

- Tests
- Written Report
- Case Study
- Research and analysis

VCE Pathways:

- Physical Education

Year 10 LOTE Greek

Description:

The study of Greek contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Areas of Study:

- Families
- Tourism
- School Experience
- Careers
- Customs & Traditions Environment
- Technology & Communication

Prerequisites:

- Satisfactory completion of Year 9 Greek.

Types of Assessments:

- Written Assessments
- Reading Assessments
- Oral Presentations
- Listening Assessments
- Examinations/Tests/SAC

Pathways:

- Ethnic Affairs
- Tourism
- Hospitality
- Education
- The Arts
- Commerce
- Technology

Year 10 LOTE Japanese

Description:

The study of Japanese develops students' ability to understand and use a language from the Asia-Pacific region. This study is designed to allow students to use contexts in which Japanese is used; understand their own culture through the study of other cultures; understand language as a system; make connections between Japanese and English; apply Japanese to work, further study, training or leisure.

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way - as appropriate to the linguistic needs of the student, and the outcomes for the unit.

Areas of Study:

- Holidays and Leisure
- Families
- School System
- School Life
- Travelling in Japan
- Technology and Communication

Prerequisites:

- Satisfactory completion of Year 9 Japanese.

Types of Assessments:

- Written Assessments
- Reading Assessments
- Oral Presentations
- Listening Assessments
- Examinations/Tests SAC

Pathways:

- Translator
- Teacher
- International Business Personal
- Working in Japan.

Year 10 Media

Description

Year 10 Media looks at the production of media, such as TV, animation, photography, and journalism; and the influence media has in society. The course has a heavy ICT focus and engages students in creative and critical thinking for the purpose of making meaningful communications.

Students explore and experiment with various media forms through the year-long course and produce multiple media products. They produce regular programming for the school community through location- and studio-broadcast television, investigating and writing stories to present to camera.

Students also explore animation and motion-capture in the SMALLab. Beyond this, students have scope and flexibility to explore media forms of their own choosing. The course prepares students for study in VCE Media and other VCE folio subjects.

Areas of Study

- Different media forms and their production processes
- Traditional and Social Media
- Media and Society
- Animation forms and techniques for gaming, film, and special effects

Types of Assessments

- Collaborative & Individual Production folios
- Text analysis tasks
- Written reports
- Oral reports
- Practical examinations

VCE Pathways

- Drama
- Media
- Studio Art

Year 10 Music

Description:

This subject focuses on building students' understanding of music theory in written, aural and analytical forms. Students build musicianship skills to present performances of group and solo pieces. They study the work of other performers and explore strategies to optimise their own approach to performance work; and address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students apply this knowledge when preparing for their theory presentations and performances.

Areas of Study:

- Aural
- Theory
- Analysis
- Musicianship

Types of Assessments:

- Aural Tests
- Written Tests
- Presentations
- Performances

VCE Pathways:

- VCE Music Performance

Year 10 STEM Project

Description:

The STEM fields of knowledge are regarded as being skills sets required for future employment in our ever-changing society. This subject offers students the opportunity to engage in project- based learning focusing on real-life problems using real-life data.

Students will further enhance critical thinking skills by designing and constructing solutions to a series of briefs. They develop skills and understandings of how to design creative solutions using scientific skills, mathematical knowledge, and engineering principles. Amongst the variety of materials used to establish skills, they will also use emerging technologies to help construct projects to demonstrate their learning.

Areas of Study:

- Investigation of real-life projects in STEM
- Development of skills to design and develop systems using critical and creative thinking

Types of Assessments

- Assessments may include:
- Skill Development Exercises
- Project Work
- Project Folios
- Research Assignments

Pathways

- VCE
- Unit 1 & 2 Systems Engineering

VCE MATHEMATICS COURSE SELECTION GUIDE

SPECIFIC MATHEMATICS ADVICE FOR STUDENTS GOING INTO YEAR 11

As per study design, General Mathematics, Mathematical Methods, or Specialist Mathematics in Year 11 and 12 VCE requires students to have a CAS Calculator. A CAS Calculator is also recommended for Maths Methods Preliminary students.

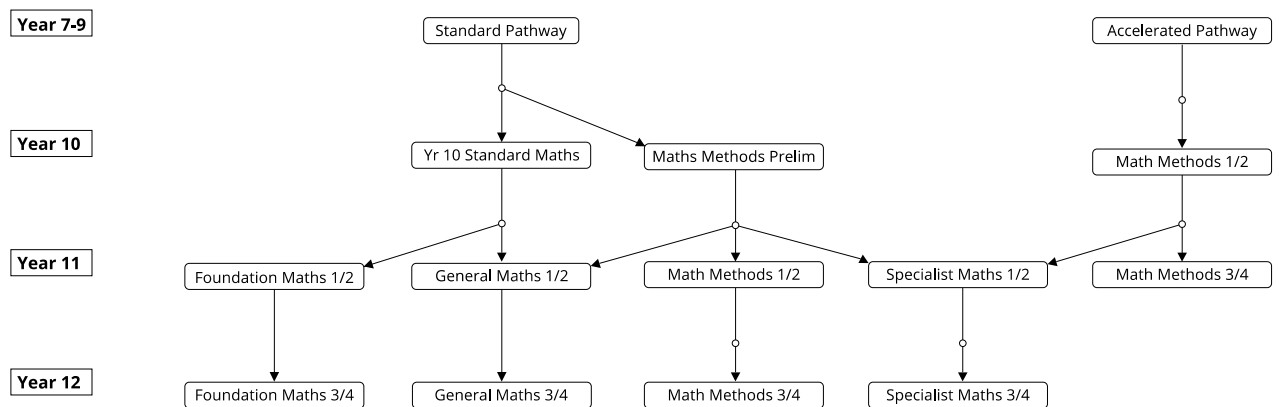
If a student wants to do **General Maths** at Year 11 (subsequently Year 12 Further Maths), they must meet the following recommendations:

- The student must have completed Mathematics at Year 10 and passed the subject.
- It is **not** recommended that any student attempt Year 11 General Mathematics if they failed Mathematics at Year 10 because they may not be adequately prepared to succeed. Similarly, students should not attempt Year 12 Further Mathematics without passing Year 11 General Mathematics.

If a student wants to undertake **Mathematical Methods** and **Specialist Mathematics** at Year 11 and 12, they should meet the following recommendations:

- They should have studied Methods Preliminary at Year 10 with an average score on assessments of at least 70% for Year 11 and have passed Year 11 for entry into Year 12.
- They should have studied Accelerated Maths with an average over 80% on assessments and have passed Year 11 entry into Year 12.

Year 10 to Year 12 Mathematical pathways



NOTE:

- It is expected that students completing the Accelerated Maths stream will continue into Year 10 Math Methods Preliminary
- Students must do Mathematical Methods at Year 11 if they wish to do it Year 12.
- Students who wish to do Specialist Mathematics in Year 12 are also required to do Mathematical Methods in Year 12
- Students may do Year 12 Mathematical Methods without doing Specialist Mathematics at Year 12.

Please see the Year 10 and VCE subject listings in this Course Guide for a description of Mathematical subjects. Consult with parents, Mathematics Teacher, and careers advisor to decide what the best choice will be for you.

PROMOTION POLICY

It is essential that, in order for students to learn effectively, they need to attend school on a consistent basis and complete all of the learning tasks set by their teachers. Promotion to subsequent years is based on regular attendance and the satisfactory completion of course requirements. The process below stipulates the expectations of the College in relation to attendance, work completion and promotion:

SENIOR SCHOOL (YEARS 10-12)

The following process is to be followed for students in the Senior School with the attention of the Director of Students (DOS) and VCE Co-Coordinator/Year Level Leader (YLL).

1. The DOS reviews attendance, achievement, and effort data at the end of Terms 1, 2 and 3 to identify students at risk.
2. The DOS meets with each student at risk and their parents to discuss the student's progress and the fact that they are potentially 'at risk' with their learning.
3. For students in Year 10, automatic promotion to the next year level requires students to demonstrate progress in core areas of study (English, Mathematics, Science, Humanities and Physical Education) and other subjects over the year (demonstrating progress may refer to work completion, demonstrated skill development and classroom effort).
4. For students in Years 11-12, automatic promotion to the next year level requires students to demonstrate progress in English and 4 other subjects over the year (demonstrating progress may refer to work completion).
5. It is an expectation that students achieve a minimum of 90% of attendance. The individual circumstances of each student will be considered in any decision made.
6. The DOS and VCE Co-ordinator/YLL meet with the student and their parents to discuss their recommendations.
7. It may be recommended that students be promoted subject to a contract specifying certain conditions be demonstrated during the following year.

COSTS-ASSOCIATED SUBJECTS FOR 2024

Year 10 -12 Essential Educational Items

Some subjects have a Materials Cost that is associated with that subject. These costs **must** be paid prior to starting the subject. Please note that some subjects including the Arts, Technology and VET subjects use specific materials that must be purchased to provide the highest quality program. Students enrolled in these subjects are expected to pay the additional cost of these units. Payment plans may be organised with the Office Staff/Business Manager. The table below outlines the courses that will have an applicable fee attached in 2024. The amount will be confirmed leading into Course Confirmation.

YEAR 10	Cost	UNIT 1/2	Cost	UNIT 3/4	Cost
Advanced English		English		English	
English		EAL		EAL	
EAL					
Standard Math		General Mathematics		Further Mathematics	
				Foundation Methods	
Math Methods Preliminary		Foundation Maths		Mathematical Methods	
		Specialist Mathematics		Specialist Mathematics	
		Mathematical Methods		Accounting	
History		Ancient History		Business Management	
Commerce		Global Politics		Legal Studies	
Biochemistry		Accounting		Physics	
		Business Management		Chemistry	
Physics & Systems Engineering		Legal Studies		Biology	
Greek		Physics		Psychology	
Japanese		Chemistry		Greek	
Art	Fee applicable	Biology		Japanese	
Drama		Psychology		Drama	
Music		Greek		Music Performance	Fee applicable
HPE	Fee applicable	Japanese	Fee applicable	Studio Arts	Fee applicable
Health and Psychology		Food Studies	Fee applicable	Media	
Human Movement		Drama	Fee Applicable	Visual Communication	Fee applicable
Café Catering	Fee applicable	Music Performance*		HHD	
Coding (IT)		Art and Exhibition	Fee applicable		
Music		Media		Physical Education	
Media		Visual Communication		Food Studies	Fee applicable
STEM Project	Fee applicable	Health & Human Development (HHD)		Systems Engineering	
		Physical Education	Fee applicable	Software Development	
		Applied Computing	Fee applicable		
		Software Development			

*Students undertaking Music Performance must also undertake Instrumental Music

VCE SUBJECT INFORMATION

ACCOUNTING

Description:

VCE Accounting explores the financial recording, reporting, analysis, and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data; and, report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

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

Areas of Study:

Unit 1: Role of Accounting in Business

On completion of this unit the student should be able to describe the resources required to establish and operate a business; and select, and use, accounting reports and other information to discuss the success or otherwise of the business. The unit then develops the knowledge and skills to account for a small business using both manual and ICT methods.

Unit 2: Accounting for Trading Firms

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

Unit 3: Financial Accounting for a Trading Business

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

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

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

Types of Assessments:

- Assignment Work
- Tests/Case Studies
- Spreadsheet Tasks
- Folio of Exercises
- Examination

Pathways

- Accountant
- Business Teacher
- Accounts Officer
- Valuer
- Finance Clerk
- Small Business Owner
- Tax Consultant Bookkeeper

ANCIENT HISTORY

Description:

Mesopotamia, Egypt, Greece, and Rome were major civilisations of the ancient Mediterranean. Each of these civilisations has bestowed a powerful legacy on the contemporary world. In Ancient History, students explore the structures of these societies and periods of crisis in their histories. They explore the rise and fall of empires and how civilisations were shaped by the complex interplay of social, political, and economic factors. Warfare, trade, and the exchange of ideas between societies also influenced the way people lived. All these societies have experienced periods of dramatic crises that resulted in significant cultural change. This subject deals with the analysis of ancient artefacts and the historical perspective of events that influenced the world from its earliest origins.

Areas of Study:

Unit 1: Ancient Mesopotamia

Area of Study 1 – Discovering civilisation: First cities and early Kingdoms

Area of Study 2 – Ancient empires: Early Babylon and Assyrian empires

Unit 2: Ancient Egypt

Area of Study 1 – Old Kingdom Egypt: The double crown

Area of Study 2 – Middle Kingdom Egypt: Power and propaganda

Unit 3: Ancient Greece

Area of Study 1 Living in an ancient society: Sparta and Athens

Area of Study 2 – People in power, societies in crisis: The Peloponnesian war

Unit 4: Ancient Rome

Area of Study 1 – Living in an Ancient Society: Early development of Rome

Area of Study 2 – People in Power, Societies in Crisis: The fall of the republic

Types of Assessments:

- Essays
- Evaluation of Historical Sources
- Historical Enquiry
- Extended Responses

Pathways:

- Academic Historian
- Archaeologist
- Curator
- Journalist
- Teacher
- Conservation Officers
- Heritage Manager
- Professor
- Writer

APPLIED COMPUTING AND SOFTWARE DEVELOPMENT

Description:

In units 1 and 2 Applied Computing, students are introduced to the stages of problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations. They make use of programming languages to develop working software solutions in response to teacher-provided solution requirements. They focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment. Upon successful completion of units 1 and 2 of Applied Computing students opt to take up units 3 and 4 Software Development.

In unit 3 and 4 Software Development students apply the problem-solving methodology to develop working software modules in response to a need or an opportunity using a programming language. Students follow the analysis, design and development stages of the problem-solving methodology. Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of Study:

Units 1 and 2: Applied Computing

- Data Analysis
- Programming
- Innovative Solutions
- Network Security

Units 3 and 4: Software Development

- Programming Techniques
- Problem-Solving Methodology: Analysis and Design
- Problem-Solving Methodology: Development and Evaluation
- Cyber-Security: Software Security

Types of Assessments:

- Create a solution in response to a need or opportunity
- Visual Presentations
- Oral Presentations
- Written Reports
- Written Test and Examination
- Practical Task

Pathways:

- Software Development
- Web Designer
- Electronic Engineer
- Systems Administrator
- IT Support
- Software Engineer
- Systems Analyst

ART MAKING AND EXHIBITING

Description:

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques, and processes and to develop their knowledge and understanding of the way artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated using visual language.

Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and how they conserve and promote exhibitions, are key aspects of the study.

Areas of Study:

Unit 1:

Studio inspiration and techniques

Unit 2:

Studio exploration and concepts

Unit 3:

Studio practices and processes

Unit 4:

Studio practice and art industry contexts

Types of Assessments:

Observational art works

Analysis of Artists' work

Ideas and inspiration

Material studies

Written reports

Examination

Classroom activities

Demonstrations of techniques

Folio presentation with annotation of art works

Pathways:

Freelance Artist

Lab Assistant

Cartoonist

Illustrator

Advertising

Photography Visual & Performing Arts

Architect

Real Estate

Interior Designer

Botanical Artist

Publishing

Photographer

Marketer

Commercial Artist

Art Teacher

Designer

Multimedia Programmer

Animation

Fashion Designer

Web Designer

Textiles Designer

Gallery/Museum Curator

Forensic Photographer

BIOLOGY

Description:

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Areas of Study:

Unit 1: How do living things stay alive?

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. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2: How is the continuity of life maintained?

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.

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms - whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. In this unit students investigate the workings of the cell from several perspectives.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life-forms using evidence from palaeontology, biogeography, developmental biology and structural morphology.

Types of Assessments:

- Practical Activities
- Questions and Problems
- Oral, poster and multimedia presentation
- Practical Investigations
- Data Analysis
- Tests
- Examination

Pathways:

- Medical
- Practitioner
- Pharmacist
- Nurse
- Osteopath
- Teacher
- Speech Pathologist
- Biochemist Dentist

BUSINESS MANAGEMENT

Description:

VCE Business Management examines the ways businesses manage resources to achieve objectives. The subject follows the process from the inception of a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing these resources. Students leverage this understanding to build the necessary skills to make rational business decisions in both simulated and practical scenarios.

Areas of Study:

Unit 1: Planning a Business

Area of Study 1 – The Business Idea

Area of Study 2 – The External Environment

Area of Study 3 – The Internal Environment

Unit 2: Establishing a Business

Area of Study 1 – Legal Requirements and Financial Considerations Area

of Study 2 – Marketing a Business

Area of Study 3 – Staffing a Business

Unit 3: Managing a Business

Area of Study 1 – Business Foundations Area

of Study 2 – Managing Employees Area of

Study 3 – Operations Management

Unit 4: Transforming a Business

Area of Study 1 – Evaluating Performance and the Need for Change Area

of Study 2 – Implementing Change

Types of Assessments:

Tests	Analytical exercise
Case studies	Business survey
Marketing plan	Examination
Simulated team problem solving tasks	Business Research Tasks
Investigation Report	Media Analysis
School-based, short-term business activity	Business plan based on a business simulation

Pathways:

Human Resources	Hotel Manager	Training Officer	Events Management
Supply Officer	Marketing Officer	Office Administration	Real Estate Agent
Travel Consultant	Retail Buyer	Insurance Agent	Sports Management
Business Owner			

CHEMISTRY

Description:

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Areas of Study:

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

- How can the knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation

Unit 2: What makes water such a unique chemical?

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical Investigation on the quantitative analysis of water quality

Unit 3: How chemical processes be designed to optimise efficiency?

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 compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells, and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Unit 4: How are organic compounds categorised, analysed, and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

Types of Assessments:

Practical Activities
Data Analysis
Modelling Activities
Tests
Problem Solving

Pathways:

Medical Practitioner	Pharmacist	Radiologist	Chemical Engineer	Veterinarian
Food Technologist	Biochemist	Dietician	Horticulturist	Physicist

DRAMA

Description:

In VCE Drama, students tell stories, explore ideas, make sense of their worlds, and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. VCE Drama connects students to multiple traditions of drama practice across a range of social, historic and cultural contexts.

Areas of Study:

Unit 1: Introducing performance styles

In this unit, students study three or more performance styles from a range of social, historic and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2: Australian identity

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

Unit 3: Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance.

Types of Assessments:

Performances	Research Tasks	Examination
Viewing live performances	Visual Folios	Written Analysis

Pathways:

Actor	Screen Play Writer	Child Care Worker	Auctioneer Film/TV Director
Journalist	Stage Manager	Recreation Officer	Drama Teacher
Set Design	Costume Design	Make-up Artist	Theatre Technician
Director	Dramaturge	Vocal Coach	Youth Theatre Coordinator

ENGLISH

Description:

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

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language. The study of English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing, and writing. The study is made up of four units. Each unit contains between two and three areas of study.

Unit 1:

Area of Study 1:

Reading and exploring texts the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

Area of Study 2:

Crafting texts 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 decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Unit 2:

Area of Study 1:

Reading and exploring texts the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2:

Exploring argument, the student should be able to explore and develop analysis of 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.

Units 3 and 4:

- Response to four texts studied from the VCAA list
- Two sustained written texts created for a specific audience or three to five shorter texts
- Analysis of Language in Media Articles (Written)
- Persuasive oral presentation SAC based on language and analysis

Types of Assessments:

- A creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- An analytical response to a set text
- An analysis of the use of argument and persuasive language in text/s
- A text intended to position an audience

Pathways:

Public Relations Officer	Lawyer	Translator	Journalist	Diplomat
Speech Pathologist	Teacher	Actor	Linguist	Librarian

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Description:

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

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language. The study of English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing, and writing. The study is made up of four units. Each unit contains between two and three areas of study.

Units 1:

Area of Study 1:

Reading and exploring texts the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

Area of Study 2:

Crafting texts, 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 decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Unit 2:

Area of Study 1:

Reading and exploring texts the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2:

Exploring argument, the student should be able to explore and develop analysis of 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.

Units 3 and 4:

- **Reading and Responding:** This area of study includes an analysis of the ways structures and features are used by the authors of narrative texts to construct meaning.
- **Creating and Presenting:** In this area of study students draw on the ideas present in their set text to construct their own texts for a specific audience and purpose.
- **Using Language to Persuade:** The focus of this area of study is on the use of language to present a point of view. Students read and analyse the use of language and images in texts which aim to persuade readers and viewers to share a point of view.

Types of Assessments:

Text Response	Essay Discussions	Comparative Essay
Expository Essay	Examination	Creative Essay
Oral Presentation	Analytical Essay	Dictation

Pathways:

Public Relations Officer	Lawyer	Translator	Journalist	Diplomat
Speech Pathologist	Teacher	Actor	Linguist	Librarian
Writer				

FOOD STUDIES

Description:

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Unit 1: Food Origins

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

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

Areas of Study 1: Food Around the World

Outcome 1: On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Area of Study 2: Food in Australia

Outcome 2: On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: Food Makers

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

Area of Study 1: Australia's Food System

Outcome 1: On completion of this unit the student should be able to analyse relationships, opportunities, and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Area of Study 2: Food in the Home

Outcome 2: On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in Daily Life

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

Area of Study 1: The Science of Food

Outcome 1 On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs.

Area of Study 2: Food Choices, Health and Wellbeing

Outcome 2: On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food Issues, Challenges and Futures

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

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

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

Area of Study 1: Navigating Food Information

Outcome 1: On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Area of Study 2: Environment and Ethics

Outcome 2: On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Types of Assessments:

Production work	Written tests	Video/Podcasts	Records of planning and production
Practical tests	Examination	Oral Presentations	

Pathways:

Teacher Food	Laboratory Assistant	Quality Assurance	Hospital Food Service
Writer Chef	Food Stylist	Inspector	Manager
	Hotel Manager		

FOUNDATION MATHEMATICS

Description:

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Areas of Study:

Unit 1: Space, Shape, Design & Measurement

This unit focuses on the costs associated with owning a car including the costs to operate, applying for a loan, fuel efficiency and creating a budget. The second area focuses on building and design and includes how to read plans, building scale models, designing and modelling the interior of a new home.

Unit 2: Patterns, Number & Data

This unit focuses on number patterns and using excel to analyse trends in the data. Furthermore, it looks at how to create and utilise a successful budget, complete tax forms and using trends to improve design. The second part of this unit looks at cooking with a focus on budget and expanding recipes to cater for both small and large groups.

Unit 3: Algebra, Number & Structure

This unit focuses on cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Unit 4: Financial and consumer mathematics

This unit focuses on the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Types of Assessments:

Application Tasks	Written tests	Analysis Tasks	Examination
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Pathways:

Project Management	Carpentry	Interior Designer	Estimator	Surveyor
Barista	Chef	Café Owner	Accounting	Bookkeeping
Architect	Analyst			

GENERAL MATHEMATICS

Prerequisites for Units 1 and 2: Satisfactory completion of Year 10 Mathematics

Description:

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability, and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability, and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. The areas of study for Unit 3 of General Mathematics are 'Data analysis' and 'Recursion and financial modelling' the areas of study for Unit 4 of General Mathematics are 'Matrices' and 'Networks and decision mathematics'.

Types of Assessments:

- Analysis tasks
- Application tasks
- Summary books
- Tests
- Examinations

Pathways:

Allied Health	Defence Force	Graphic Designer
Apprenticeship/Traineeship	Horticulturist	Hospitality Worker
Nurse	Office Administrator	Social Worker
Trainer	Information Technology	Sports Coach
Primary School Teacher		

Prerequisites for Units 3 and 4: Satisfactory completion of General Mathematics Units 1 and 2

Description:

This subject provides general preparation for employment or further study, particularly where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. It will be assumed that students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to the further knowledge and skills required to undertake Further Mathematics.

Further Mathematics consists of two areas of study: a compulsory Core area of study to be completed in Unit 3, and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement', and 'Graphs and relations', 'Data analysis' and 'Recursion and financial modelling'.

Area of Study:

Units 3 and 4:

- Data Analysis
- Recursion and Financial Modelling
- Graphs and Relations
- Matrices
- Geometry and Measurement

Types of Assessments:

- Analysis Tasks
- Applications Tasks
- Summary Books
- Tests
- Examinations

Pathways:

Allied Health	Defence Force	Graphic Designer
Apprenticeship/Traineeship	Horticulturist	Hospitality Worker
Nurse	Office Administrator	Social Worker
Trainer Primary School Teacher	Information Technology	Sports Coach

GLOBAL POLITICS

Description:

Global politics is the study of power. Who holds power? How do individuals and groups gain political power, and how they use it? How and why can we challenge this power? In this subject you will debate and discuss ethics, moral responsibility, and justice, using team-based and individual problem solving to unpack the world's most challenging issues. In the study of politics, we examine the impact of power on culture, language, human rights and our environment. We explore global challenges such as climate change, people movements, development, weapons trade, war and terrorism. We will interrogate power imbalances on a national and global stage and evaluate the ways citizens challenge power. This subject will focus on connecting ideas and theories to real-world implications.

In Units 1 & 2 students will focus on politics on a national and global level. We will explore ideas underpinning democracy within contemporary politics, analysing key issues and events on a national and global scale. In Units 3 & 4 students will explore the political, social, cultural, and economic forces shaping global interactions in the twenty-first century. We will examine the global connections between citizens and the impact of globalisation. The subject will explore national and global political issues, systemic problems, and significant events, investigate the forces that create these issues and evaluate our responses to them.

Areas of Study:

Unit 1: Ideas, Actors and Power Area

of Study 1 – Power and Ideas

Area of Study 2 – Political Actors and Power

Unit 2: Global Connections Area

of Study 1 – Global Links

Area of Study 2 – Global Cooperation and Conflict

Unit 3: Global Actors

Area of Study 1 – Global Actors

Area of Study 2 – Power in the Asia-Pacific Region

Unit 4: Global Challenges

Area of Study 1 – Ethical Issues and Debates

Area of Study 2 – Crises and Responses

Types of Assessments:

Wiki or Blog

Social media campaign

An essay

A research report

A case study

Extended response questions

Short answer questions

PowerPoint or Interactive presentation

An oral presentation such as a podcast or video

Pathways:

Diplomat

Lawyer

Journalist

Activist

Government

Politician

Policy Advisor

Consultant

Academic

Economist

Defence Force

Foreign Affairs Officer

Humanitarian Worker

GREEK

Description:

The study of Greek contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy, and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social, and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

VCE Greek focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Greek on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing, and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Areas of Study:

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Types of Assessments:

Essays	Presentations	Case studies	Analytical exercises
Oral Presentations	Reports	Examinations/Tests	SAC

Pathways:

Interpreting Services	Ethnic Affairs	Tourism	Hospitality
International Relations	The Arts	Commerce	Technology
Science	Education	Medicine	Law

HEALTH AND HUMAN DEVELOPMENT (HHD)

Description:

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to their families, communities, nations, and global society. The study provides opportunities for students to view health, wellbeing, and development, holistically - across the lifespan and the globe, through a lens of social equity and justice.

Areas of Study:

Unit 1: Understanding Health and Wellbeing

This unit focuses on the health and individual development in Australia. 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. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development from lifespan and societal perspectives. 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.

Unit 3: Australia's Health in a Globalised World

This unit looks at health, wellbeing, and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the fundamental conditions for health improvement, as stated by the Whole 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.

Unit 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. 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. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations (UNs), Sustainable Developmental Goals (SDGs) and the work of the World Health Organisation (WHO).

Types of Assessments:

Case study analysis	A test (short answer or extended response)
Data analysis	Multimedia presentation
Oral presentation	Examination

Pathways:

Health Educator	Social Worker	Nurse	Dietician
Maternal Health Nurse	Health Officer	OHS Officer	Counsellor
Medical Practitioner	Youth Worker	Primary Teacher	Health Promotion Officer

JAPANESE

Description:

The study of Japanese develops students' ability to understand and use a language from the Asia-Pacific region. This study is designed to allow students to use contexts in which Japanese is used; understand their own culture through the study of other cultures; understand language as a system; make connections between Japanese and English; and apply Japanese to work, further study, training or leisure.

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary, and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

Areas of Study:

Unit 1

- Exchange meaning in a spoken interaction in Japanese; Introducing my family.
- Interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and in English.
- Present information, concepts, and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Unit 2

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

Unit 3

- Participate in a spoken exchange in Japanese to resolve a personal issue.
- Interpret information from texts and write responses in Japanese.
- Express ideas in a personal, informative, or imaginative piece of writing in Japanese.
- Technological progress
- My future

Units 4

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

Types of Assessments:

Written Assessments

Reading Assessments

Oral Presentations

Listening Assessments

Examinations/Tests

SAC

Pathways:

Translator

Teacher

International Business Personal

Working in Japan

LEGAL STUDIES

Description:

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

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective - and our justice system achieves the principles of justice.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Areas of Study:

Unit 1: Guilt and Liability

- Area of Study 1 – Legal Foundations
- Area of Study 2 – The Presumption of Innocence
- Area of Study 3 – Civil Liability

Unit 2: Sanctions, Remedies and Rights

- Area of Study 1 – Sanctions
- Area of Study 2 – Remedies
- Area of Study 3 – Rights

Unit 3: Rights and Justice

- Area of Study 1 – The Victorian Criminal Justice System
- Area of Study 2 – The Victorian Civil Justice System

Unit 4: The People and the Law

- Area of Study 1 – The People and the Australian Constitution
- Area of Study 2 – The People, the Parliament and the Courts

Types of Assessments:

Tests	Case studies	Structured questions
Research assignments	Role plays	Folio of exercises

Pathways:

Lawyer	Police Officer	Journalist	Politician	Court
Registrar	Social Worker	Legal Secretary	Legal Aid Worker	
Human Resources	Teacher	Solicitor	Barrister	
Legal Aid Worker	Border Force	Criminologist	Court Officer	

MATHEMATICAL METHODS

Prerequisites: Units 1 and 2: Satisfactory completion of Year 10 Methods Preliminary
High levels of Aptitude demonstrated through diagnostic testing for students currently enrolled in Year 10 General Mathematics
Units 3 and 4: Satisfactory completion of Mathematical Methods Units 1 and 2

Description:

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain knowledge and skills assumed for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are: 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of the Units, 3 and 4.

Areas of Study:

Units 1 and 2:

- Functions, Relations and Transformations
- Polynomial and Power Functions
- Exponential & Logarithmic Functions
- Circular Functions
- Rates of Change
- Differential Calculus
- Anti-differentiation
- Probability
- Counting Techniques

Units 3 and 4:

- Functions and Relations
- Algebra
- Calculus
- Probability and Statistics

Types of Assessments:

Analysis tasks
Application tasks
Tests
Examinations

Pathways:

Accountant	Air Traffic Controller	Dentist	Medical Practitioner
Architect	Computer Scientist	Tax Agent	Marine Biologist
Biochemist	Industrial Designer	Pharmacist	Radiologist

MEDIA

Description:

In VCE Media, students explore print media, photography, filmmaking, gaming, radio, and animation; with the ultimate goal of producing their own media product at the end of Unit 4. Through the course, students examine fictional, journalistic, and documentary storytelling, and how audiences receive these different approaches.

Units 1 and 2

Students focus on the production processes of different media forms, the codes and conventions we use to construct media products, and how the stories by media creators can influence society.

Students work individually and collaboratively, to create and produce narratives that explore genre, and use historical and contemporary production techniques. In addition to learning television, audio, and print forms, students will engage in an in-depth exploration of animation techniques to produce original stories, including using motion-capture to animate 3D, CGI characters.

Units 3 and 4

Students examine the power of the media in society, the influence of society on media creators, and the kind of texts they produce. During these units, students will devise, develop, and produce a media product of their own.

Students can choose to make a short film or animation, a journalistic work, a podcast or radio show, a photographic exhibition, a short-form magazine, a narrative-based game, or a digital-hybrid performance piece. Students collaborate with other students to specialise further in production roles of their interest.

The creative process takes students from initial ideas, through pre-production, to realising their final media product. Students learn about industry-standard approaches to media development and document their work to build a presentation folio.

Types of Assessments:

Text analysis tasks
 Production exercises Folio assignments
 Production folio
 Major media product
 Pitch presentations
 Oral reports
 Written tests
 Examination

Pathways:

Journalist	Director	Cinematographer	Copywriter
Producer	Publisher	Technician	Host / Presenter
Editor	Content Manager	Animator	Scriptwriter
Photographer	Marketer	Game writer	

MUSIC PERFORMANCE

Prerequisites: Students must be enrolled in Instrumental Music lessons for the duration of this subject. At least one year's experience in learning an instrument/s is recommended before commencing VCE Music Performance. (The VCAA recommends 3 years' experience)

Description:

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience and involves synthesis of knowledge of the music work/s being performed, including their structure, style, context, and their expressive qualities. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting, and meaningful performances.

Areas of Study:

Unit 1: Introduction to Group & Solo Performance

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive, and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical, and analytical musicianship skills.

Unit 2: Exploring Performance

Music Performance Unit 2 focuses on building performance and musicianship skills. Students continue to develop their listening, aural, theoretical, and analytical musicianship skills and apply this knowledge when preparing and presenting performances. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

Unit 3: Musicianship & Performance Analysis

In Music Performance Unit 3 students build and refine their performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will take opportunities to perform in familiar and unfamiliar venues and spaces. Students develop, refine, and focus their listening, aural, theoretical, and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Types of Assessments:

Performances Written
theory tests Aural
theory tests
Written assignments/studies

Pathways:

Music Industry	Audio Engineer	Acoustic Architect
Teacher	Theatre Technician	Music Therapist
Performance Artist	Public Relations/Publicity	Audio-visual Operator
Marketing Officer	New Media Director	Sound Recordist

PHYSICAL EDUCATION

Description:

Throughout Unit 1-4 VCE Physical Education students develop knowledge on body systems, specifically an understanding of how different body systems assist with movement and the provision of energy. Students develop the skills to critique Physical Activity levels within different population groups and develop strategies to promote physical activity. An understanding of the physical requirements of different sports is a focus with students developing training programs that cater for these activities.

Areas of Study:

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 analyse the relationships between the body systems and physical activity, sport, and exercise. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

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 play in their own health and wellbeing as well as in other people's lives. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies to promote physical activity.

Unit 3: Movement Skills and Energy for Physical Activity

Students analyse energy production and human movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. They investigate the three energy-systems' roles in performance of physical activity, sport and exercise. Students analyse the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to Improve Performance

Students analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance at an individual, club and elite level. They examine skill frequencies, movement patterns, heart rates and work-to-rest ratios to determine the requirements of an activity and thus, design and evaluate an effective training program. Students evaluate and critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training.

Types of Assessments:

Laboratory reports	Data analysis	Tests
Structured questions	A case study analysis	Examination
Oral Presentation		

Pathways:

Physiotherapist	Chiropractor	Sport Management
Fitness Instructor	Sports Dietician	Sport Scientist
Sports Coach	Sport Policy Development	Physical Education Teacher

PHYSICS

Description:

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe.

Areas of Study:

Unit 1: How is Energy Useful to Society?

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

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

- How is motion understood?
- Option: Study related to different areas of “how can performance in ball sports be improved?”
- How do Physicists investigate questions?

Unit 3: How do fields explain motion and electricity?

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

Unit 4: How can two contradictory models explain both light and matter?

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

Types of Assessments:

Practical reports Multimedia

Presentation

Student designed practical investigations

Annotated folio of practical activities Data

analysis

Written or oral reports

Tests

Examination

Pathways:

Engineer

Radiographer

Nuclear Medicine Technologist

Architect

Electronics Technician

Medical Practitioner

Pilot

Science Teacher

Telecommunications Technician

PSYCHOLOGY

Description:

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered

Areas of Study:

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

In this unit students, investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. They investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

Unit 4: How is mental well-being supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing.

Types of Assessments:

Analysis and Evaluation of Case Studies	Logbook of Practical Activities	Scientific Investigation
Media Analysis	Unit Exams	Tests/Structured Questions

Pathways:

Psychologist	Social Worker	Nurse
Teacher	Marketing Manager	Hospitality Worker
Psychiatrist	Legal professional	Counsellor

SPECIALIST MATHEMATICS

Prerequisites:

For Units 1 & 2: Satisfactory completion of Year 10 Maths Methods (Preliminary) and/or teacher recommendation.

Units 3 & 4: Satisfactory completion of Units 1 & 2 Specialist Maths and/or teacher recommendation

Description:

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 and reasoning. This study has a focus on interest in the discipline of mathematics in its own right 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.

Specialist Mathematics Units 3 and 4 course content highlights mathematical structure, reasoning, and applications across a range of modelling contexts with an appropriate selection of content for each Unit, 3 and 4.

Areas of Study:

Units 1 and 2:

- ☒ Logic and algebra
- ☒ Transformation, trigonometry, and matrices
- ☒ Number systems and recursion
- ☒ Geometry in a plane and proof
- ☒ Vectors in the plane
- ☒ Graphs of non-linear relations
- ☒ Kinematics
- ☒ Simulation, sampling, and sampling distributions

Units 3 and 4:

- ☒ Functions and graphs
- ☒ Algebra
- ☒ Calculus
- ☒ Vectors
- ☒ Mechanics
- ☒ Probability and Statistics

Types of Assessments:

Analysis
tasks Tests

Application tasks
Examinations

Summary books

Pathways:

Actuary

Aerospace

Engineer

Chemical Engineer

Electrical Engineer

Pilot

Maths Teacher

Scientist Mechanical

Robotics Engineer

Meteorologist

Engineer

Nanotechnologist

SYSTEMS ENGINEERING

Description:

VCE Systems Engineering aims to develop interdisciplinary engineering skills and knowledge across several engineering fields including electronics and robotics, mechanical, electrical, and material engineering. Systems Engineering is very much a “hands-on” VCE Study in which students will plan, construct, test and evaluate electro-mechanical projects having some type of “control system.” There is also an emphasis on the efficient use of energy and on the environment.

The flexibility of the study design with respect to learning activities and project work promotes creativity and self-initiation among students, allowing them to consider their own interests and experience in selecting school-assessed projects. Recent student projects included Line tracking vehicle Fire detection device. This VCE Study is fundamental to the STEM Pathways mentioned below.

Areas of Study:

Unit 1: Introduction to mechanical systems

This Unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

Unit 2: Introduction to electrotechnology systems

This Unit expands on Unit 1 to include systems which involve electrical and electronic principles.

Unit 3: Integrated systems-engineering and energy

In this Unit students study the engineering principles involved in combined or integrated systems, such as electro-mechanical systems, and how they work.

Unit 4: Systems control and new and emerging technologies

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3.

Types of Assessments:

- Theory Tests
- Completion of Practical Tasks
- Design Folios

Pathways:

- Engineer
- Aviation Engineer
- Electronics Engineer
- Bio-Medical Engineer
- Chemical Engineer
- Electrician
- Robotics
- Military
- CAD Design
- 3-D Printing
- CNC Programming and Designing

VISUAL COMMUNICATION & DESIGN

Description:

Design is everywhere; from the chairs in our home, and the websites and apps we use, to multilevel shopping malls and parklands. This study is an exploration of how designers use visual language to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials, and methods of production. Students employ design process and creative, critical, and reflective thinking to realise finished designs in communication, industrial, and environmental design.

Areas of Study:

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas, and concepts. Students employ design-thinking skills as well as drawing skills to experiment and explore the relationship between design elements and design principles, and the way information and ideas are perceived.

Unit 2: Application of Visual Communication Design within Design Fields

Students use drawing methods that meet specific requirements of different design fields. They explore the visual conventions of industrial and environmental design and investigate the application of typography and imagery in all design fields. Students engage in a design process covering research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual Communication Design Practices

In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, and other designers and specialists. Students establish a brief for a client, identifying two distinct design outcomes, and begin the design process. The brief, the research and visualisation drawings underpin the developmental and refinement work to be undertaken in Unit 4.

Unit 4: Visual Communication Design Development, Evaluation and Presentation

Students apply their knowledge and skills in visual communication to develop and refine design solutions for each design outcome. Students consider client need and context to reflect and evaluate design solutions, developing an understanding of the iterative nature of the design process. Students prepare professional visual communications and prototypes to present to their client.

Types of Assessments:

Design exercises	Research reports	Annotated design folio
Design analysis	Oral presentations	Analogue and digital drawing tasks
Prototype fabrication	Examination	

Pathways:

Signwriter	Game Designer	Landscape Architect	Concept Artist
Illustrator	Interior Designer	Web/UX Designer	Art Director
Publisher	Layout Artist	Product Developer	Industrial Designer
Architect	Fashion Designer	Visual Merchandiser	Graphic Designer

VCE VM SUBJECT INFORMATION

VCE VOCATIONAL MAJOR LITERACY

Description:

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.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Areas of Study:

Unit 1: Literacy for Personal Use

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Unit 1: Understanding and Creating Digital Texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Unit 2: Understanding Issues and Voices

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

Unit 2: Responding to Opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Unit 3: Accessing and Understanding Informational, Organisational and Procedural Texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Unit 3: Creating and Responding to Organisational, Informational or Procedural Texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4: Understanding and Engaging with Literacy for Advocacy

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

Unit 4: Speaking to Advise or to Advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

Types of Assessments:

Reflective Journal	Research Tasks	Online Report	Multimodal Presentation
Narrative, Expository or Informative Piece	Visual Presentation, Mind Map, Poster	Case Study	Structured Question Responses
Performance	Digital Presentation	Oral Presentation	Summaries

VCE VOCATIONAL MAJOR NUMERACY

Description:

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.

Areas of Study:

Unit 1:

- Number
- Shape
- Quantity and Measures
- Relationships

Unit 2:

- Dimension and Direction
- Data
- Uncertainty
- Systematics

Unit 3:

- Number
- Shape
- Quantity and Measures
- Relationships

Unit 4:

- Dimension and Direction
- Data
- Uncertainty
- Systematics

Types of Assessments:

Investigations and Projects

Multimedia Presentation, Poster or Report

Portfolio

VCE VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS

Teamwork

Resilience

Responsibility

Respect

High Expectations

Description:

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.

Areas of Study:

Unit 1: Healthy Individuals

- Personal Identity and Emotional Intelligence
- Community Health and Wellbeing
- Promoting a Healthy Life
-

Unit 2: Connecting with Community

- What is Community?
- Community Cohesion
- Engaging and Supporting Community

Unit 3: Leadership and Teamwork

- Social Awareness and Interpersonal Skills
- Effective Leadership
- Effective Teamwork

Unit 4: Community Project

- Planning a Community Project
- Implementing a Community Project
- Evaluating a Community Project

Types of Assessments:

Recorded Reflection

Project Plan

Visual Presentation

Research or Investigation Report

Report

Reflective Journal

Research Task

Oral, Digital or Written Report

Case Study

Annotated Photographs

Community Engagement Plan/Concept Map

VCE VOCATIONAL MAJOR WORK-RELATED SKILLS

Description:

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).

Areas of Study:

Unit 1: Careers and Learning for the Future

- Future Careers
- Presentation of Career and Education

Unit 2: Workplace Skills and Capabilities

- Skills and Capabilities for Employment and Further Education
- Transferable Skills and Capabilities

Unit 3: Industrial Relations, Workplace Environment and Practice

- Workplace Wellbeing and Personal Accountability
- Workplace Responsibilities and Rights
- Communication and Collaboration

Unit 4: Portfolio Preparation and Presentation

- Portfolio Development
- Portfolio Presentation

Types of Assessments:

Data Analysis

Research Task

Career and Education Report

Career and Education Presentation

Role Play or Performance

Career and Education Research Task

Career Action Plan

Skills Audit

Presentation/Report

Participation in Mock Interview

Further Education/Training Plan

Cover Letter

Resume

Application Form for Accelerated VCE Units 1 & 2 Study

All sections of this form must be completed before submission.

Name: _____ Mentor Group: _____ Student Code: _____

Name of VCE Subject you wish to undertake: _____

Why do you want to undertake this subject?

What do you believe are the strengths that would enable you to succeed in this course of study?

Explain how you believe you meet the required criteria:

1. Student achievement across all subjects is of high standard
2. Student aptitude as shown by diagnostic testing. Performing well in an accelerated subject requires students to be able to grasp knowledge/ skills quickly and in more depth
3. Student has demonstrated an excellent attitude towards their studies in all subjects. This will be based on their Semester One Reports and no concerns being raised throughout the year

Where applicable attach other supporting documentation, for example copies of awards / certificates / reports to support your application.

Student / Parent Declaration

I understand that the final decision and confirmation of student enrolment in a subject as part of the Course Counselling and Confirmation is at the discretion of the College based on the following:

- College Resources
- Timetabling
- Past student performance and school attendance
- Teacher Recommendation

Signatures:

Student: _____ Date: _____

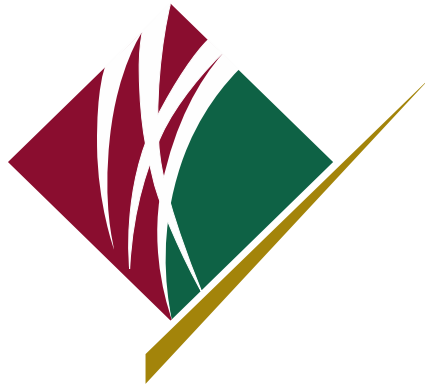
Parent: _____ Date: _____

THIS FORM NEEDS TO BE COMPLETED AND RETURNED TO THE GENERAL OFFICE NO LATER THAN 4:00pm on Friday 31 July 2023

Office Use Only:
Approved: YES / NO
Entered on First Class:
Date:

NOTE

SOUTH OAKLEIGH
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