



# EPPING SECONDARY COLLEGE

Senior School Programs  
& Subject Information

Booklet for 2022



## Programs offered at ESC:

- Future Directions
- Victorian Certificate of Applied Learning (VCAL)
- Victorian Certificate of Education (VCE)
- Careers Focus Victorian Certificate of Education

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# How to use this Handbook:

This handbook provides students with information on the various subject offerings in VCE / VCAL / Careers focus /VET at Epping Secondary College.

Students are encouraged to read through this booklet prior to making decisions about which subjects they would like to study in 2022 and this booklet should be read in conjunction with the Senior Years Policy and Procedures booklet.

**For information about VCAL subjects and the application for VCAL, you will need to collect the specific VCAL handbook.**

Follow these steps to make the most out of this booklet:

- Read through the booklet
- Pay attention to details such as pre-requisite studies, these are the subjects the university requires you take before entering particular courses, or recommended subject pairings
- Develop a short list of preferred subjects in conjunction with parents / caregivers, mentors, teachers
- Record your subject selections on the application form in this booklet, online
- Use this handbook in conjunction with the Careers information to find out more about the subjects you are interested in AND speak with your current teachers about what the VCE subject is like
- Follow the Course Counselling and Subject Selection process & timeline. You must bring to this interview:
  - o An application form for either VCAL/Future Directions or VCE/Career Focus VCE
  - o My Career Match Survey result
  - o Career Portfolio (Career Action Plan)
  - o Mid-Year report
  - o Accelerated Subject Selection form completed and signed – if applicable

***Note: A Subject running is dependent on student numbers***

# University and TAFE Prerequisites

Universities and TAFE have prerequisites for many of their courses. These prerequisites identify the subjects they want students to have taken while at school and the minimum scores they will accept from students with these subjects.

Through your Career Investigation, you should have identified what pre-requisites the courses you are aiming for have. These pre-requisites are taken into consideration when assigning students to classes.

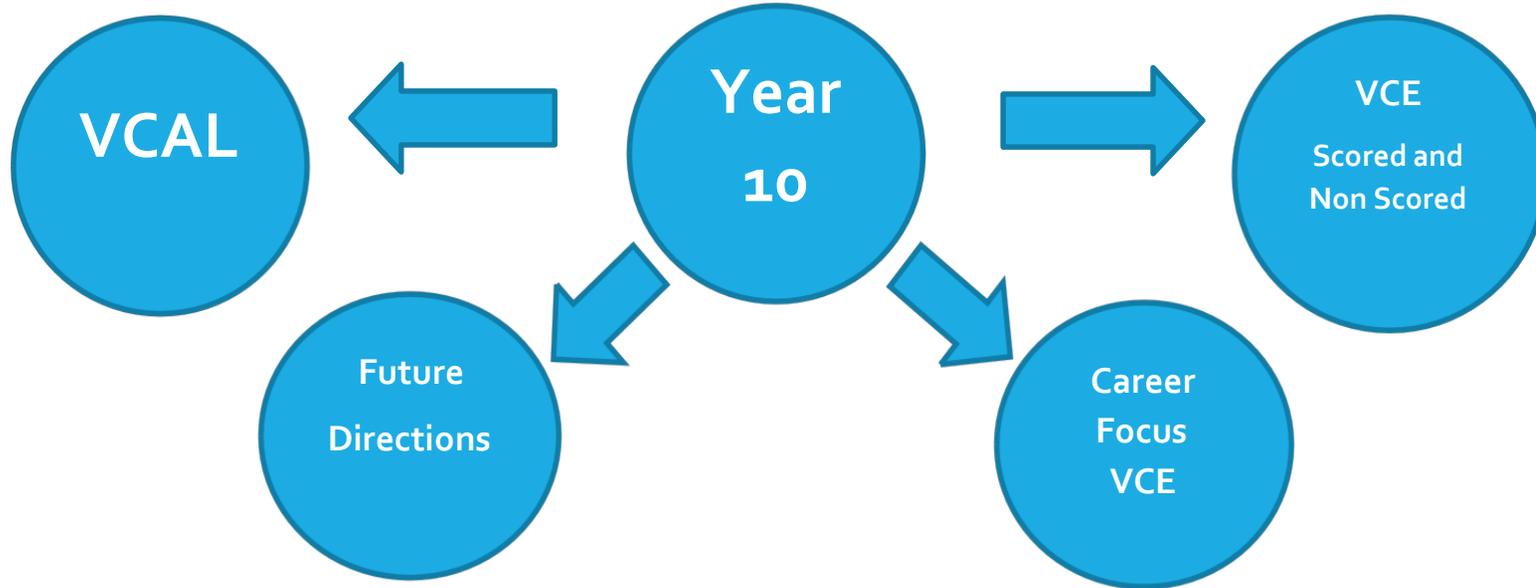
## Accelerated students

Students who are already completing an accelerated subject (units 1 and 2 in year 10) will need to demonstrate that they have consistently met the VCE demands as indicated by their interim and semester results and the 90% attendance expectation.

Students who are thinking of studying a year 12 subject and haven't studied a unit 1 /2 or have completed unit 1 /2 but not the pre-requisite of the subject they have chosen must see Mr Malcolm for an application form. These are due in on the 16<sup>th</sup> July, 2021.

# Which Program should I choose?

At Epping Secondary College, the following programs are offered for students who successfully complete Year 10:



## I should choose this option because:

### VCAL

I am thinking that when I leave school I might want to focus on a Traineeship /Apprenticeship or Further Studies. I would prefer to do this in a more "Hands On" way.

### Future Directions

I am struggling academically at the year 10 level and are looking to develop personal learning & life skills at year11

### Career Focus VCE

I like the option of VCE but also want to leave my option open to a career path that may include a Traineeship or Apprenticeship or further studies.

### VCE

The career path I am keen to follow requires university. I prefer the academic focused subjects listed in this booklet.

## Compulsory subjects include:

### VCAL

Personal Development  
VCE English/Literacy  
General or Foundation Maths.  
Structured Workplace  
Work Related Skills  
VET  
Structured Work Placement

### Future Directions

Personal Development  
Job Pathways - Cert. 1  
Life Skills Math  
Literacy or  
Foundation English

### Career Focus VCE

Structured Workplace Learning  
VET  
Industry and Enterprise Unit 2  
VCE English

VCE  
VCE English

## Electives include:

### VCAL

The VET & Structured Workplace Learning experience should be related to the student's career focus (where possible).

VCAL Elective

### Career Focus VCE

Two additional VCE subjects

VCE  
Five additional VCE subjects

## Where this can lead:

Apprenticeship  
Employment  
Further education at TAFE

Apprenticeship  
Employment  
Further education at TAFE

Apprenticeship  
Employment  
Further education at TAFE  
Further education at University

Apprenticeship  
Employment  
Further education at TAFE  
Further education at University

# What might a Post Year 10 program look like?

## SAMPLE VCE SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Maths	Math Methods	Specialist Maths	Free Choice	Free Choice	Free Choice	English/EAL
Science	Choose 1 of: Math Methods or General Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	Free Choice	English/EAL
Maths/Science	Math Methods	Specialist Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	English/EAL
Science/Humanities	Choose 1 of: Biology, Chemistry, Physics, Psychology	Choose 2 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management, Accounting		Any Maths	Free Choice	English/EAL
Humanities	Choose 3 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management, Accounting			Free Choice	Free Choice	English/EAL
English	Literature	Choose 2 of: History, Philosophy, Sociology, Politics, Accounting, Media		Free Choice	Free Choice	English/EAL
Business	Choose 3 of: Legal Studies, Economics, Business Management, Accounting			Any Maths	Free Choice	English/EAL
Art/Technology	Choose 3 of: Studio Arts, Visual Communication and Design, Food Studies, VET IT, Applied Computing			Free Choice	Free Choice	English/EAL
Performing Arts	Theatre Studies	Music Performance	Media	Free Choice	Free Choice	English/EAL
Health/PE	Health and Human Development	PE	Choose 1 of: Psychology, Biology, Food Studies,	Any Maths	Free Choice	English/EAL
Science/PE	Choose 1 of: Biology, Chemistry, Physics, Psychology	PE	Any Maths	Free Choice	Free Choice	English/EAL
Languages	Choose 1 of: Macedonian, Italian, Arabic, Persian, Hindi, Vietnamese	Free Choice	Free Choice	Free Choice	Free Choice	English/EAL

## SAMPLE CAREER FOCUS VCE SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
IT	VET IT	Industry and Enterprise	Structured Work Placement - IT	VCE Applied Computing	Free Choice	English/EAL
Sport	VET Sport and Rec	Industry and Enterprise	Structured Work Placement - Sport	VCE Biology	Free Choice	English/EAL
Business	VET Business	Industry and Enterprise	Structured Work Placement - Business	Choose 1 of: VCE Business Management, VCE Accounting, VCE Economics	Free Choice	English/EAL

## SAMPLE FUTURE DIRECTIONS SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Developing your skills	Personal Development	Life Skills Maths	Job Pathways – Certificate 1	Elective	WRs	Literacy/ Foundation English/EAL
<b>A VET or Certificate Level Course available if appropriate</b>						

## SAMPLE VCAL SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Applied Learning Year 11	Personal Development	Foundation Maths / General Maths	VET linked to chosen career path	Work Related Skills	VCE subject, dependent on timetable	Literacy / English / EAL	Elective
Year 12	Personal Development	VCAL Numeracy	VET linked to chosen career path	Work Related Skills	Creative Industries (incorporating Skills for further Study)	Literacy	One Semester of Community and one semester of Business
<b>All VCAL students must have a Structured Work Placement – linked to chosen career path</b>							

# Non Scored VCE program

Epping SC is offering a non-scored VCE program to individualise and further support students.

A non-scored VCE results in a student achieving the VCE but without receiving scores for their subjects. A student sitting a non-scored VCE **will not** receive an ATAR.

Rationale of a non-scored VCE program:
<ul style="list-style-type: none"> <li> Meet, respect and respond to the diverse needs of all students undertaking VCE studies at Epping Secondary College.</li> <li> Offer career pathways that individualize student aspirations and needs.</li> <li> No longer make assumptions that all students require an ATAR score.</li> <li> Provide choices for all students</li> <li> Better prepare all students for what they aim to achieve and follow through when they leave the college</li> <li> Encourage students to investigate alternative pathways and give greater validity to these options.</li> <li> Continuously work towards enabling all students to experience success</li> <li> Better learning for ALL.</li> </ul>

Students can **apply** to complete a non-scored VCE. Applications can be made to the Year Level Coordinator, or to the Careers team. Moving to non-scored will only occur with parent approval.

Scored VCE: The benefits of a student selecting to sit exams and create an ATAR score are to :	Non Scored VCE - The benefits of a student to select a non-scored VCE pathway are to:
<ul style="list-style-type: none"> <li> enable students to gain the required pre requisites/score to enter a particular university or course</li> <li> encourage deeper learning of content and skills relevant to the maximising their SAC and exam scores.</li> <li> support students wanting an ATAR to maximise their score.</li> </ul>	<ul style="list-style-type: none"> <li> enable students to learn through their individual style and needs without the pressures of examinations and ATAR scores.</li> <li> avoid students feeling demoralised due to their grades</li> <li> encourage deeper learning of content and enable skill development through a directed learning approach.</li> <li> encourage deeper learning of content and skills relevant to the specific program- Not just teach to the SAC and exam.</li> <li> enable all students to develop a healthy self-esteem by achieving success</li> <li> look at other pathways to attend universities as universities are moving further toward alternate selection processes, hence opening up entrance requirements</li> <li> To enable students to research and investigate alternate career pathways through support and encouragement from VCE management team.</li> <li> To utilise our Senior School support systems to better prepare students completing a non- scored VCE and moving into alternate further study options or career pathways.</li> </ul>

## Profile of students that may be suited to a non-scored VCE

	The following could be examples of situations where VCE students could choose not to sit for end of year exams:	Other possible option
Student 1	<ul style="list-style-type: none"> <li>The student does not have any intention of going to University after school – is looking at a TAFE course or private institution course.</li> </ul>	<ul style="list-style-type: none"> <li>Career Focus VCE</li> </ul>
Student 2	<ul style="list-style-type: none"> <li>Is looking at an apprenticeship or internship at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>VCAL</li> <li>Career Focus VCE</li> </ul>
Student 3	<ul style="list-style-type: none"> <li>Has a job ready to start at the end of year 12.</li> </ul>	<ul style="list-style-type: none"> <li>VCAL</li> <li>Career Focus VCE</li> </ul>
Student 4	<ul style="list-style-type: none"> <li>Suffers from high anxiety and would not cope with the pressures of exams. Will not generate an ATAR but is planning on attending TAFE and then will use the pathways from TAFE to move into University.</li> </ul>	
Student 5	<ul style="list-style-type: none"> <li>Looking at a certain course at Victoria University – many do not require an ATAR.</li> </ul>	<ul style="list-style-type: none"> <li>Career Focus VCE</li> </ul>
Student 6	<ul style="list-style-type: none"> <li>Knows the ATAR generated will not be enough to get straight into University and that this step to University would be too great. Will complete a TAFE course first to further develop knowledge and skills before moving into the University course.</li> </ul>	
Student 7	<ul style="list-style-type: none"> <li>Moving into the defence force at the end of the year and needs a VCE completion only.</li> </ul>	
Student 8	<ul style="list-style-type: none"> <li>Wants to complete a more hands on course before entering University so increasing the chances of success and employment. Many design courses are suitable for this pathway.</li> </ul>	<ul style="list-style-type: none"> <li>Career Focus VCE</li> </ul>
Student 9	<ul style="list-style-type: none"> <li>Would like to work, travel and go to university as a mature aged student at 21.</li> </ul>	<ul style="list-style-type: none"> <li>Career Focus VCE</li> </ul>
Student 10	<ul style="list-style-type: none"> <li>Would like to join the police force.</li> </ul>	<ul style="list-style-type: none"> <li>Career Focus VCE</li> </ul>



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# SENIOR YEARS

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VCE Subject Information



# VCE Biology

## Unit 1

### HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

This unit examines the cell as the structural and functional unit of life. 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 animals internal environment.

Students will design, plan and report on their own individual investigation related to the function of cells or systems.

## Unit 3

### HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

## Unit 2

### HOW DOES INHERITANCE IMPACT ON DIVERSITY?

This unit focuses on reproduction and the transmission of biological information from generation to generation and the impacts this has on species diversity. Students will explain the inheritance of characteristics and analyse patterns of inheritance. Additionally, they will analyse advantages and disadvantages of sexual and asexual reproduction, as well as explore interdependences between species.

Students will individually investigate and report on a contemporary ethical issue in genetics, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

## Unit 4

### HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

*Vanessa,  
Year 12, 2015  
"I love Biology  
because it is really  
hands on. You don't  
just learn a heap of  
theory. You learn the  
basic components of  
life through  
interesting practical  
work and excursions  
that make learning  
fun and easier to  
understand."*

# VCE Business Management

## Unit 1

### Planning a Business

#### Outcome 1 – The Business Idea:

Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

#### Outcome 2: External Environment:

Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

#### Outcome 3 – Internal Environment:

Describe the internal business environment and analyse how factors from within it may affect business planning.

## Unit 2

### Establishing a Business

#### Outcome 1 – Legal Requirements and Financial Considerations:

Explain the importance when establishing a business of complying with legal requirements and financial record-keeping, and establishing effective policies and procedures.

#### Outcome 2 – Marketing a Business:

Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

#### Outcome 3 – Staffing a Business:

Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Daniela

Year 12, 2014

*I have enjoyed doing this subject as it gives a good insight into how large scale organisations run.*

## Unit 3

### Managing a Business

#### Outcome 1 – Business Foundations:

Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

#### Outcome 2 – Managing Employees:

Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

#### Outcome 3 – Operations Management:

Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

## Unit 4

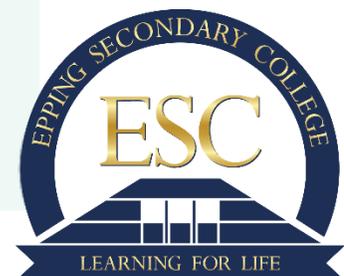
### Transforming a Business

#### Outcome 1 – Reviewing Performance – The Need for Change:

Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

#### Outcome 2 – Implementing Change:

Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.



# VCE Chemistry

## Unit 1

### HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals to salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

## Unit 3

### HOW CAN 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 will compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells (batteries), electrolytic cells and fuel cells. Students will look at factors and the extent of those that influence reaction rates through using equilibrium law and Le Chatelier's principle to different reaction systems, including efficiency and percentage product yield.

## Unit 2

### WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students will examine the polar nature of a water molecules and the bonding forces between water molecules which lead to investigation of solubility, concentration, pH and reactions in water that include: precipitations, acid-base and redox reactions. Students are introduced to quantitative and qualitative analysis techniques, such as stoichiometry and instrumental procedures, to determine concentrations of different species in water samples, including chemical contaminants.

## Unit 4

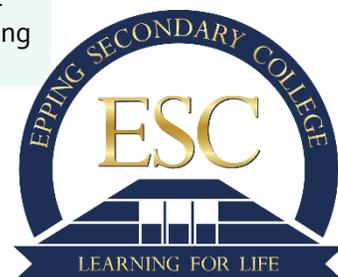
### HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

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. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students will 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. Students will consider and design reaction pathways to produce particular compounds from given starting materials.

*Its fun, surprising and interesting. It's also a challenging experience, but very rewarding. Rand & Joe Y12, 2015*

*I really enjoyed chemistry this semester and I learnt new and exciting topics 10/10 would do again – Jovan year 11, 2015*

*Most of the classes were engaging and the topics were well taught. I learnt a lot and would definitely recommend it. ✨ – Shivani Year 11, 2015*



# VCE Applied Computing

Applied Computing allows students to obtain transferrable skills to prepare them for an ever changing world, such as collaboration, creative design and information literacy.

There are two options for Applied Computing at VCE level and this is to cater for the wide range of careers that exist within the computing areas, such as Data Analytics, Programming, Network Development, Cyber Security amongst many others.

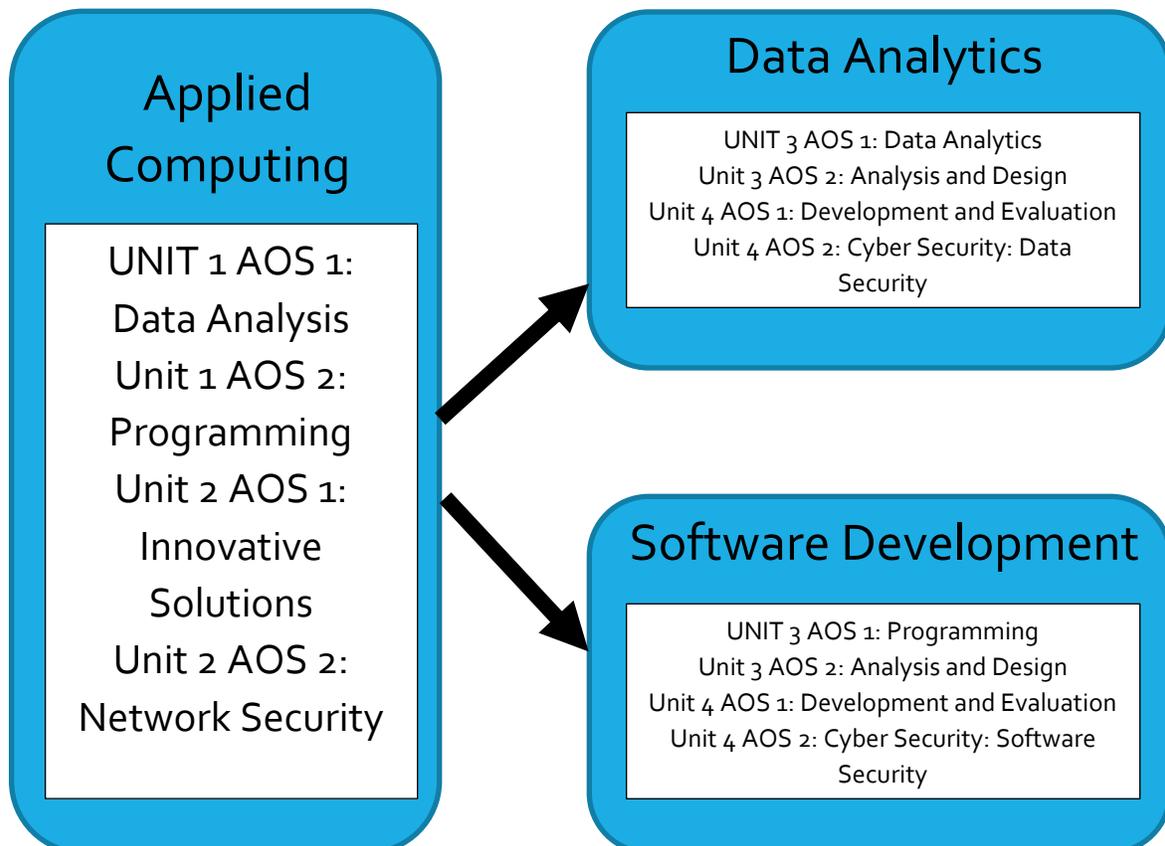
Students are strongly advised to seek clarification about the various Computing pathways prior to making their selections.

The diagram below provides a basic outline of the pathways through VCE Applied Computing. Please be aware that focus being studied does not vary in Units 1 & 2, however you are required to select a stream before entering Units 3 & 4.

Data Analytics looks at utilising data to create an understanding of the wider world around them. Data Analytics is quickly becoming one of the most important industries, and is used in most businesses today. This stream is suggested for students also taking Business Management, or looking to develop skills applicable in any industry.

Software Development focuses on programming solutions to solve a need or problem. This stream is suggested for students looking to enter the IT field after high school.

**Please Note:** Applied Computing does contain a SAT in Units 3 & 4, and will require production of a solution after developing a portfolio of design ideas.



# VCE Applied Computing

## Unit 1

Unit 1 provides students with the skills for both streams of Unit 3 and 4.

AOS 1 looks at data visualisations and analysis, utilising various sources, and presenting those findings visually. This AOS leads into Data Analytics in Unit 3 & 4.

AOS 2 provides students with the skills required for Software Development in Unit 3 & 4. Students develop programs to solve specific needs.

## Unit 2

Unit 2 investigates where technologies are going in the next 10 years.

AOS 1 allows students to work collaboratively on developing an Innovative Solution, using a wide range of resources (including Arduinos, VR, etc.)

AOS 2 investigates how organisations utilise Networks to exchange data and information. They also investigate ways of mitigating threats, and propose solutions to these threats.

## Data Analytics

### Unit 3

Students access and collect data from large data stores to present their findings in a visual medium.

AOS 1 allows students to utilise Data Sources to develop an effective Data visualisation.

AOS 2 is the first part of the SAT. Students propose a research question and collect data to be used in Unit 4.

### Unit 4

Students present their data from Unit 3, and investigate Cybersecurity concerns involving Data and Information

AOS 1 is the second part of the SAT, where students develop Infographics around the data they collected in Unit 3.

AOS 2 looks at data and information security and its importance to an organisation.

## Software Development

### Unit 3

Students examine different design tools to create working software solutions.

AOS 1 involves students developing software modules to meet specific needs.

AOS 2 is the first part of the SAT. Students identify a need or opportunity and begin designing a solution to be developed in Unit 4.

### Unit 4

Students develop their design from Unit 3, and investigate Cybersecurity concerns involving software practices.

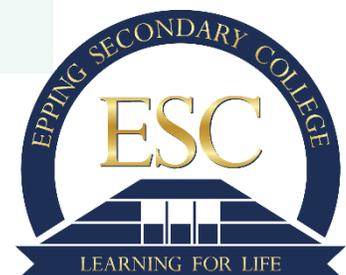
AOS 1 is the second part of the SAT, where students develop a functional solution around the need they identified in Unit 3.

AOS 2 looks at software security and its importance to an organisation.

John (Year 11)  
Computing  
Unit 1 & 2 helped me decide which branch of computing I wanted to go into for year 12. It was an introduction for both units that were offered and helped me make the right selection.

Anna (Year 12)  
Software Development  
This class allowed me to actually make computer programs. I chose this class over informatics as I enjoy the challenge programming brings and can see where it will take me in the future.

Steph (Year 12)  
Data Analytics  
This class brought out the graphic designer in me. After collecting information and changing the way it looks I was able to create data visualisations and infographics.



# VCE English/Including EAL

## Unit 1

In unit 1 students will:

- enhance text response skills
- develop oral presentation skills
- analyse the way current issues and arguments are portrayed in the media. (In addition to this EAL students will be required to complete a listening comprehension activity).

## Unit 3

In unit 3 students will:

- enhance text response skills
- enhance creative writing skills
- develop oral presentation skills
- analyse the way current issues and arguments are portrayed in the media. (In addition to this EAL students will be required to complete a listening comprehension activity).

## Unit 2

In unit 2 students will:

- compare texts based on similar themes, issues and ideas
- develop text response skills
- enhance communication and listening skills
- produce persuasive texts

## Unit 4

In unit 4 students will:

- compare texts based on similar themes, issues and ideas
- develop text response skills
- enhance communication skills
- analyse and present argument

*I enjoy this subject because there is a lot of opportunity for class discussions and we are able to share our opinions.*

*English is a subject that everyone can relate to. Exploring the context of Identity and Belonging was interesting and enables us to discuss our own experiences.*

## Further Information about English

It is compulsory for all students to study a Unit 1-4 sequence in at least one English study to attain their VCE certificate.

Students who are eligible may also choose to study English as an Additional Language (EAL) and this counts as their 1 – 4 English sequence.

# VCE Bridging EAL

## Unit 1

In Unit 1 students will:

- study English for everyday and academic purposes
- develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- explore and study practical English language useful in daily transactions through the analysis of texts such as timetables, brochures, practical reports, forms, instructional manuals, multimodal texts and other text types
- engage in formal and informal listening and speaking activities, group work, class discussions and presentations
- explore the construction of texts to understand key ideas, contentions and meaning, and to identify the purpose and audiences
- practise writing for self expression through the production of texts such as personal letters, journal entries, emails, essays, editorial and poems.

## Unit 2

In Unit 2 students will:

- explore English in the Media, study a variety of written, spoken and multimodal academic texts and identify key information useful for their learning process
- analyse and explain how a variety of media texts position audiences and also produce texts which attempt to persuade and/or impact on audiences
- undertake the study of English literature and respond to literary texts
- produce their own literary texts

*I enjoy this subject because there is a lot of opportunity for class discussions and we are able to share our opinions.*

*Bridging EAL is an interesting and practical subject. It helped me to improve my literacy and broadened my vocabulary range.*

## Further Information about Bridging EAL

There are no prerequisites for this course. It is recommended for year 11 EAL students, but it is also suitable for students who have had an interrupted education and those pupils with limited exposure to an English language learning environment. It is designed to support the building of English knowledge and skills.

# VCE English - English literature

This is a course which will challenge you but will also offer some excitement and fun. You'll be expected to do plenty of reading, thinking, talking and writing about the texts. You'll explore themes and the way the writers create worlds and meaning through the use of language and imagery as well as different styles and forms of writing.

## Unit 1

Outcome 1: Readers & their responses

We will examine how we relate to a text in terms of what we expect to happen; what we expect of texts of this genre; and, how we think about, relate to and empathise with the characters & events because of our own experiences.

Outcome 2: Ideas & Concerns in texts

We will examine what concerns, problems, values & ways of behaving the characters and events in the text represent.

Outcome 3: Interpreting Non-print texts

We will look at how a film presents a certain message to its audience.

## Unit 3

Outcome 1: Adaptations and transformations

The idea is to analyse how meaning changes when the form of a text changes. Basically, this will involve reading and studying a novel or a play and identifying particular writing features used. We will then look at a filmed or live adaptation of the same text and note some of the ways in which the transformed text is constructed. In what ways is it similar, how is it different?

Outcome 2: Views, Values and contexts

We will look at how views and values of the author are suggested by what the text appears to endorse, challenge or leave unquestioned. We look also at what sorts of critiques are provided by the author about aspects of human behaviour and/or the ways in which readers at different times may interpret the text in different ways.

Outcome 3: Considering alternative viewpoints (Evaluation of a Review)

## Unit 2

Outcome 1: The text, the reader & their contexts

We will examine how a text(s) from a past era represents the concerns, values & behaviour of that time; and, how we as modern readers respond & relate to this.

Outcome 2: Comparing texts

We will look at how 2 texts that can be connected (because they deal with the same theme topic, story or belong to the same genre), have similar or different meanings.

## Unit 4

Outcome 1: Creative Responses

For this outcome, you need to respond imaginatively to a text and comment on the connection between the text and your response. It will be assessed by two tasks.

Outcome 2: Close Analyses

Here you need to analyse critical features of a text and relate them to an interpretation of the text as a whole. What is the significance of key passages to the rest of the text?

*Literature is exciting because you have to think and discuss more than just the story and themes. You have to also consider what made the writer create what they wrote.  
(Hana Year 12)*

*I like Literature because it encourages me to think and write about what I love reading; and, even if I don't like some texts, it challenges me to think more deeply.  
(Chloe Year 12)*

*Literature helps you to examine great stories and think about them at a 'higher order' level.  
(Courtney Year 12)*

# VCE Food Studies

## Unit 1

### FOOD ORIGINS

Learn about Australia's multicultural cuisine including

- where food comes from
- influences from overseas and indigenous cultures
- how hunter-gathering and farming produces food
- food trading in the past and currently while completing cooking tasks to enhance, demonstrate and share their learning with others.

## Unit 2

### FOOD MAKERS

In Unit 2, the focus is on food production both at home and in business.

Students prepare and compare products to commercially made products. Gain insight into how the Australian food industry provides and exports safe, high quality foods to meet the needs of consumers.

We will research, plan and cook foods taking into consideration specific needs including

- customer requirements
- nutritional and dietary requirements
- safety and hygiene
- food quality

## Unit 3

### FOOD IN DAILY LIFE

Explore:

- how the body uses food.
- how eating affects physical, social and emotional health
- the dietary guidelines and nutrition
- food appreciation

Wonder how social environments affect eating patterns, food values and behaviour through:

- media
- community
- family
- culture
- education

Plan and cook foods which are

- nutritious
- sustainable
- practical
- everyday meals

## Unit 4

### FOOD ISSUES, CHALLENGES AND FUTURES

Making informed choices when selecting and preparing foods by

- discussing and discovering environmental, ethical and technology issues facing the food industry
- considering the challenges of food wastage, food security, food safety, and the best way to use water and land for food production.
- developing opinions, suggest solutions and solve problems facing the current and future population.
- understanding food labels and marketing.
- investigating food fads, trends and diets.
- select and cook ingredients using labelling, ethics and food quality.
- extend cooking skills and knowledge

*I love food and really enjoyed this subject. I know so much more about food itself now.*

*Making our own products and developing a Folio helped me what I could do with Food... what was possible.*

# VCE Health & Human Development

## Unit 1

### UNDERSTANDING HEALTH & WELLBEING

In unit 1 students will;

- Investigate the World Health Organization's (WHO) definition and also explore other interpretations.
- Develop an understanding of wellbeing and explore the complex impact wellbeing can have upon all dimensions of health.
- 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.
- Analyse their own health as individuals, and explore the overall health of Australian youth.

## Unit 3

### AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In unit 3 students will;

- Examine health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.
- Investigate health and wellbeing as a global concept.
- Consider the benefits of optimal health and wellbeing, and how health of Australian's impact their role within society.
- Examine Australia's healthcare system and explore its role within health promotion.
- Explore health promotion with a focus upon smoking, road safety, and skin cancer.

## Unit 2

### MANAGING HEALTH AND DEVELOPMENT

In unit 2 students will;

- Investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives.
- Explore the changes and expectations that are part of the progression from youth to adulthood.
- Enquire into the Australian healthcare system and extend their capacity to access and analyse health information.
- Investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## Unit 4

### HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In unit 4 students will;

- Examines health, wellbeing and human development in a global context.
- Explore factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Investigate global action to improve health, wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).
- Evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

*Year 11 Health & Human Development is great because it actually relates to me as a teenager and the issues that youth of today face!*  
Lisa, Year 11

*HHD is fantastic, it's such an organised and well-structured subject. I would highly recommend it for everyone!*  
Trent, Year 12

*Learning about global health in Unit 4 is amazing, I loved looking at how Australia aims to improve the health of developed countries. It was incredible to learn about what impacts other people around the world.*  
Damika, Year 12



# VCE Modern History

## Unit 1

Twentieth Century History 1918-1939

### Outcome 1 – Ideology and Conflict:

Explain the consequences of the peace treaties which ended World War I, the impact of ideologies on nations and the events that lead to World War II.

### Outcome 2 – Social and Cultural Change:

Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-years focusing on Italy, Germany, Japan, USSR and/d USA.

## Unit 2

Twentieth Century History 1945-2000

### Outcome 1 – Competing Ideologies:

Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

### Outcome 2 – Challenge and Change:

Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

## Unit 3

Causes of Revolution

### Outcome 1: Causes

Analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements for the following: American Revolution (1754-1776), French Revolution (1774-1789), Russian Revolution (1896-1917), and/or the Chinese Revolution (1912-1949).

## Unit 4

Consequences of Revolution

### Outcome 1: Consequences

Analyse the consequences of the revolution and evaluate the extent of change brought to society for the following revolutions: the American Revolution (1776-1789), French Revolution (1789-1795), Russian Revolution (1917-1927) and/or the Chinese Revolution (1949-1971).

# VCE Legal Studies

## Unit 1

### Guilt and Liability

#### Outcome 1 - Legal Foundations:

Describe the main sources and types of law, and assess the effectiveness of laws.

#### Outcome 2 - The Presumption of Innocence:

Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

#### Outcome 3 – Civil Liability:

Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil laws based on actual and/or hypothetical scenarios.

## Unit 3

### Rights and Justice

#### Outcome 1 - The Victorian Criminal Justice System:

Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

#### Outcome 2 – The Victorian Civil Justice System:

Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

## Unit 2

### Sanctions, Remedies and Rights

#### Outcome 1 – Sanctions:

Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

#### Outcome 2 – Remedies:

Explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

#### Outcome 3 – Rights:

Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

## Unit 4

### The People and the Law

#### Outcome 1 – The People and the Australian Constitution:

Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

#### Outcome 2 – The People, the Parliament and the Courts:

Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.



# VCE Macedonian

## Unit 1

The selected topics for Unit 1 include:

- Personal identity
- The family
- School
- future aspiration

The outcomes of Unit 1 are for students to:

- Establish and maintain a written or spoken exchange
- Listen to, read and obtain information from written and spoken texts
- Produce a personal or creative response to a text

## Unit 2

The topics for Unit 2 include:

- The roles of women in society
- Tradition / weddings
- Celebrations
- Music

The aims of Unit 2 are for students to:

- communicate
- exchange ideas
- engage in role-play, speeches and interviews
- explore different kinds of writing develop analytical skills

## Unit 3

The selected topics in Unit 3 may include:

- Personal identity and background
- Macedonian history (Ilinden battle)
- History of the Macedonian language and literature
- Macedonian film

The requirements for Unit 3 are completion of three outcomes:

- exchanging ideas, information and opinions in a role-play
- expressing ideas through imaginative or personal writing
- analysing and using information from spoken texts

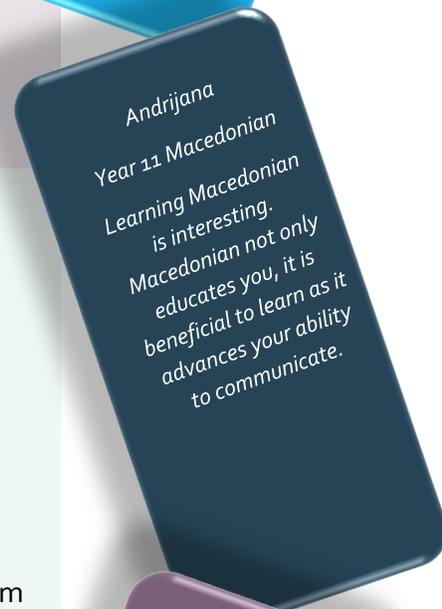
## Unit 4

Some of the following topics could be studied in Unit 4:

- Migration
- Macedonian literature
- Carnivals in Macedonia
- Traditional weddings

In Unit 4 students will complete 2 outcomes which include:

- Analysing and using information from written texts
- Writing an informative, persuasive or evaluative written response and engage in an interview based on issues related to the texts studied



## Further Information about Macedonian

Macedonian VCE is a two year course and is recommended for students who are familiar with the Macedonian alphabet and have achieved satisfactory level in speaking, listening, reading and writing Macedonian. Prescribed topics for Units 1-4 are drawn from three themes: The Individual, The Macedonian Speaking Community and the Changing World. Students will enjoy this course if they are interested to learn about the language as a system, about Macedonian history, literature, culture and tradition.

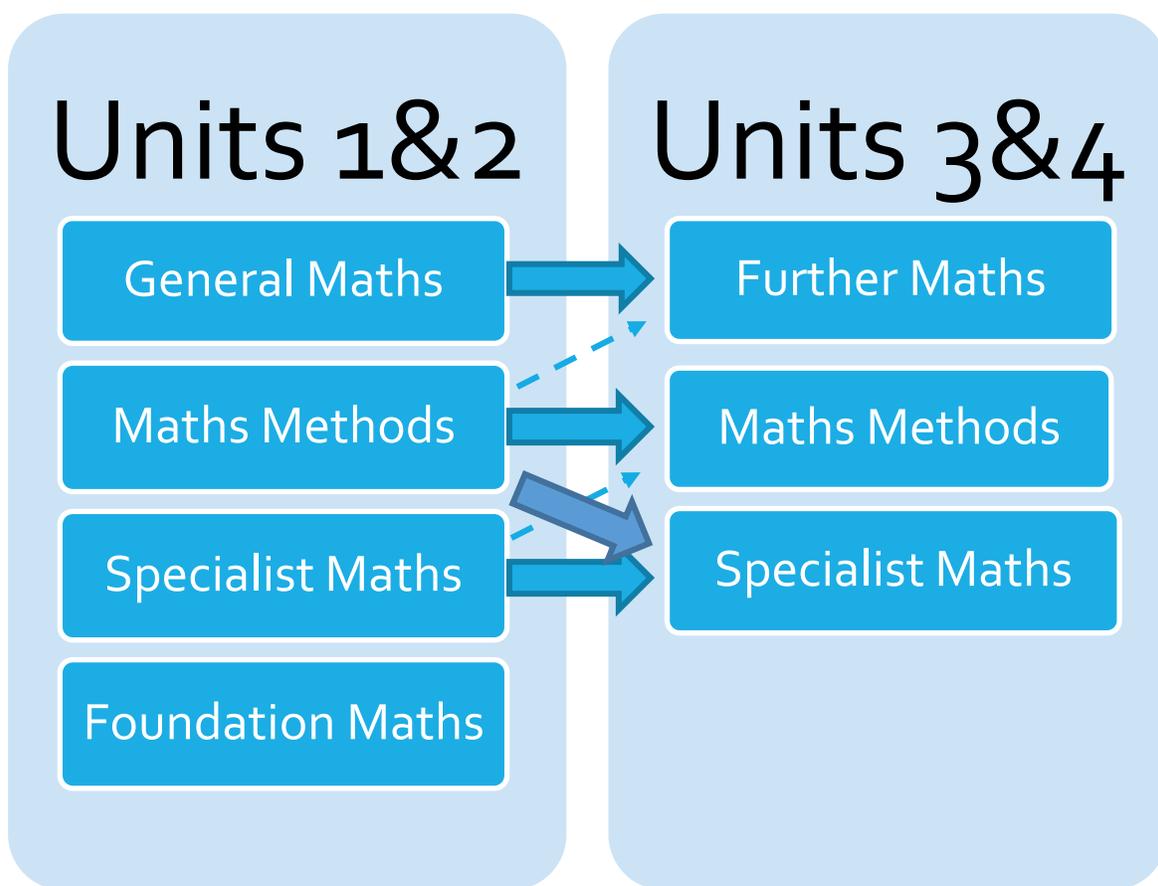
# VCE Mathematics

## An overview

There are a range of options for Mathematics at VCE level and this is to cater for the wide range of Numeracy needs for different pathways. Many university courses have a study of Mathematics as a prerequisite and so it is very important to be aware of the Mathematical requirements of a career pathway when choosing Mathematics at VCE.

The Diagram below provides a basic outline of the range of pathways through VCE Mathematics. Please be aware that the type of Mathematics being studied and the sophistication of Mathematical ideas vary greatly between the different subjects.

Students are strongly advised to seek clarification about the various Mathematics pathways prior to making their selections and endorsement from a Mathematics teacher for the subjects selected is a must prior to the subject selection interviews.



# VCE Mathematics - General Maths

This Mathematics pathway is the most commonly adopted by VCE students and provides course of study for a broad range of students and potential pathways.

## Unit 1

General (Further) Maths focuses on everyday maths applications. You will use and apply previously learned Algebraic and Linear Graphing skills. You will build on previous skills as well as learn new ones. You will study Statistics and how they are used to support or reject arguments. How do we know a species is evolving? How do we know that smoking causes lung cancer? These are real situations where statistics can be used.

## Unit 2

You will continue to build on previous skills from Unit 1. New areas of learning will teach you all about Matrices, Number & Patterns, Graphs & Networks. You will learn how to simplify and summarize information to find out what is or isn't possible as well as how to solve problems and make decisions.

## Further Information about Mathematics - General Maths

General Mathematics is the subject that most students select to study in year 11. It provides a continuation to the Mathematics learnt in previous years and teaches general and applicable everyday skills likely to be needed across a range of employment fields. General Mathematics leads on to study in Further Maths in year 12.

# VCE Further Maths

## Unit 3 and 4

Further Mathematics is intended to provide a sound platform for life experiences such as loans and statistics. Further Mathematics consists of a Victoria-wide common area of study "Data analysis, Recursion and Financial modelling" and then two modules Matrices and Networks chosen from a selection of four modules which are "Matrices", "Networks", "Graphs and Relations" and "Geometry and Measurement".

# VCE Foundation Maths

## Unit 1 and 2

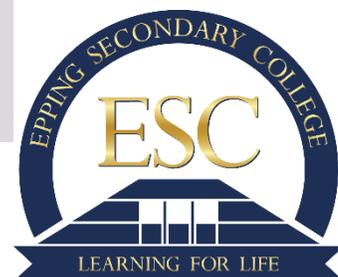
In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts relating to everyday life in the community, at work and at study. Foundations Maths only runs as Units 1 & 2 so it is designed for students who do not intend taking Units 3 & 4 VCE Mathematics in the following year.

There are four areas of study which are completed over both Units 1 & 2. These areas are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

*Further Maths is enjoyable. I look forward to my math class as I learn something essential for my future career.*  
Montel Y12, 2015

*Further Maths is able to provide the necessary knowledge needed to be successful and do well in life.*  
Jaidyn, Luke & Billy Y12, 2015

*It was easy because it builds on what we've done before. I like how everything is useful and relates to the real world.*  
Molly Y11, 2015



# VCE Mathematical Methods (CAS)

VCE Mathematical Methods is the only VCE Maths subject that runs across both year 11 and 12. It covers more challenging and applied Mathematical concepts than General Mathematics.

Mathematical Methods (CAS) Units 1 and 2 have a closely sequenced development of material, intended as preparation for Mathematical Methods (CAS) Units 3 and 4.

Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

## Unit 1

Unit 1 will take a variety of topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". In completing these topics students will be expected to build upon previously acquired skills and knowledge from Year 10.

## Unit 2

Students will study further topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". The skills and knowledge acquired in Unit 1 will continue to be built upon in preparation for Units 3 & 4 Mathematical Methods (CAS)

## Unit 3

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through one application task (Unit 3) which spans across two or more of the four areas of study.

## Unit 4

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through two modelling/problem-solving tasks (Unit 4) where one task will come from any of the areas of study and one task will come from the Probability and Statistics area of study.

## Further Information about Mathematical Methods (CAS)

Students must have achieved a 60% average over their two Year 10 Maths exams if they are to cope effectively with the demands of Methods in year 11 and 12.

Daniel (Year 12) –  
"A very stimulating way to challenge and extend yourself and apply mathematics to real world problems. Also extremely helpful in strengthening other subject areas!"

Students wanting to study Mathematical Methods at year 11 must attain endorsement from their Mathematics teacher prior to subject selection day.

Students wishing to study Mathematical Methods without an endorsement will be required to make up additional work and demonstrate a level of achievement as specified by the head of faculty prior to the beginning of the VCE year.



# VCE Specialist Mathematics

This subject is designed to introduce students to topics which are included in the Specialist Mathematics (units 3 and 4) course. Students embarking on this pathway are preparing for a career in fields such as Medicine, engineering or pure Mathematics.

## Unit 1

This subject is a course of study for students who wish to undertake an in depth study of Mathematics.

The Areas of Study for Units 1 and 2 are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and trigonometry', 'Graphs of Linear and Non-linear Relations' and 'Statistics'. Topics and content are selected from these areas of study.

All students are required to have a CAS calculator.

## Unit 2

Study in this subject involves rigorous mathematical application and requires very sound mathematical skills as well as the ability and willingness to acquire and apply new algebraic and trigonometric skills to prepare for Specialist Mathematics.

## Unit 3 and 4

Specialist Mathematics Units 3 and 4 consists of the areas of study: 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. Students are expected to be able to apply techniques both with and without the use of technology.

Mathematical Methods Units 3 and 4 must be taken in conjunction with Specialist Mathematics Units 3 and 4.

Specialist Mathematics is designed to complement tertiary studies in Science, Engineering and Mathematics.

## Further Information about Mathematics - Advanced General/Specialist

All students are required to have a CAS calculator.

Students wanting to study Specialist Maths are advised to complete both Maths General (Advanced) and Mathematical Methods in year 11.

*When something develops your problem solving skills like this, and provides a stimulating challenge, it proves that you have remarkable abilities that you never thought were possible.*

Daniel Y12

*Although we are confronted with many obstacles, overcoming them as an individual or as part of a team is the best feeling and indicates that we can achieve anything in life if we set our minds to it.*

Deeksha Y12

*Specialist is perfect for abstract thinking and being able to think outside the box.*

Chantelle Y12



# VCE Media

## Unit 1

### MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

**Representations:** This outcome looks at how the media represents content, the basis of representation, the effect of human decisions on how we interpret such representations, changes to representations over time and how different users of the media may interpret representations differently.

**Media forms:** This outcome is a practical one. Its focus is the audience and how to design and produce media products for different audiences. It is a mix of individual and group productions.

**Australian stories:** This outcome looks at the production of stories in the Australian media and the issues attending to the Australian media industries, in particular film and television.

## Unit 2

### NARRATIVE ACROSS MEDIA FORMS

**Narrative, style and genre:** This outcome studies how narratives are constructed in the media, specifically film

**Narratives in production:** This outcome builds on the study of narrative and students have the opportunity to produce a narrative or section of a narrative on video. The outcome is group based where students plan and video a narrative production.

**Media and change:** This outcome studies change in the media including technological, taste, style and contextual influences on the media.

## Unit 3

### MEDIA NARRATIVES AND PRE-PRODUCTION

Students develop an understanding of narratives and media production. Students will study two narrative films. They analyse how narratives are constructed and distributed, how they engage, are consumed and are interpreted by the intended audience and current day audiences.

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions. They record their learning in documented research, annotated production activities, experiments and exercises.

## Unit 4

### MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production planned in Unit 3 to its realisation. They also study the complex and ever changing relationship between media and audiences. Students will consider how audiences create, consume and are influenced by the media. In addition, students will discuss and examine issues related to user-generated content, laws, policies and regulation.

## Further Information about Media

The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Potential career pathways include:

- Corporate Production, Film, Illustration & Animation, Internet
- Digital & Interactive Media
- Journalism: Magazine, Newspaper, Online
- Music
- Photography
- Publishing: Online and print
- Radio
- Scriptwriting & Creative Writing
- Technical Production Crew: Camera, Lighting & Sound
- Television
- Theatre
- Video Games



# VCE Music Performance

## Unit 1

This unit 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 optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Unit 2

This unit focuses on building performance and musicianship skills. 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. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Unit 3

This unit focuses on building and refining 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 also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimize their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

*I really enjoy music Performance as it has allowed me to learn skills that I will be able to utilise in real life performances. I listen to music and I can identify characteristics I could not do before starting VCE. Oliver Chan year 11 Music Performance*

*I enjoy the flexibility of the VCE Music Program. We deal with a large variety of techniques which help enhance our performance and learning in VCE. Luke Amores Year 11.*

## Further Information about Music Performance

This subject would best suit students who have an ability to play an instrument or have an ability to sing.

# VCE Physical Education

## Unit 1

### THE HUMAN BODY IN MOTION

In unit 1 students will;

- Explore the structure and function of the musculoskeletal and cardiorespiratory systems, and the role they play in physical activity, sport and exercise, and how the systems adapt to the demands of the activity.
- Evaluate the social, cultural and environmental influences on movement.
- Consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.
- Evaluate perceived benefits and describe potential harms of legal and illegal performance enhancers.

## Unit 2

### PHYSICAL ACTIVITY, SPORT & SOCIETY

In unit 2 students will;

- Develop an understanding of physical activity, sport and society from a participatory perspective.
- Be introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.
- Explore different types of physical activity promoted in their own lives and within different population groups.
- Apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level
- Analyse data in relation to physical activity and sedentary behaviour guidelines.

## Unit 3

### MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

In unit 3 students will;

- Explore the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- Focus upon the characteristics of each system and the interplay of the systems during physical activity

## Unit 4

### TRAINING TO IMPROVE PERFORMANCE

In unit 4 students will;

- Analyse movement skills from a physiological, psychological and sociocultural perspective
- Apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.
- Analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- Consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

# VCE Physics

## Unit 1

### HOW CAN THERMAL EFFECTS BE EXPLAINED?

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

## Unit 3

### HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students will be looking at how energy is used in our everyday life. Students will examine the production of electricity and how it is delivered to our homes. Also, students will examine different forces that act at a distance without any contact with objects. This will lead to the explanation of gravitational, electric and magnetic fields. Finally, students will use Newton's laws to investigate motion in one and two dimensions and will be introduced to Einstein's theories to explain the motion of very fast objects.

## Unit 2

### WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students will study a mix of core and optional topics including astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

## Unit 4

### HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

In this unit students will explore how two different theories, the wave and particle theories explain the properties of light and matter. Students will examine the idea of waves and how they are used to explain certain properties of light. Then students will examine the particle model and see how it is used to explain the nature of light.

The concepts in Physics can get difficult at times but there is always a way around it. Very interesting things to learn. I reckon everyone who is interested should give it a go but be warned, you will have to do lots and lots of practice exams!

-Dylan

Physics is an interesting subject as it provides challenging ideas and allows us to think out of the box. I enjoy doing physics and encourage anyone to take up this subject. I am glad I picked it as my VCE.

- Deeksha

I enjoy physics and encourage anyone who is interested to try it.

- Logan

## Further Information about Physics

Students wishing to study Physics will need a solid background in mathematics. It is not necessary to be enrolled in Maths Methods but students who do Methods and Specialist will find that Physics provides valuable insight into the mathematics covered in these subjects.

# VCE Psychology

## Unit 1

In this unit students will investigate how our understanding of the brain structure and function has changed over time and how the brain enables us to interact with the world around us. Students explore how brain plasticity and brain damage can affect a person's functioning and how biological, psychological and social factors influence different aspects of a person's psychological development.

## Unit 3

In this unit students investigate learning as a mental process that leads to the acquisition of knowledge, development and new capabilities and changed behaviours. This unit will also explore how the nervous system enables people to interact with the external world and analyse the different ways in which stress can affect the nervous system function. Students will consider the function of the nervous system in memory, and develop knowledge and skills in research methods in psychology.

## Unit 2

In this unit students explore two aspects of human perception – vision and taste and will analyse the relationship between sensation and perception of stimuli. They will investigate the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups and will consider how these factors are used to explain particular individual and group behaviours. This unit looks at attitude formation, prejudice, discrimination, helping behaviour and bullying.

## Unit 4

During Unit 4 students explore the nature of consciousness and altered states of consciousness, including the purpose and nature of sleep and sleep disruption. Students consider concepts of mental health and mental illness, including risk and protective factors. They use a biopsychosocial framework to explore the development and management of specific phobia and physiological strategies that contribute to mental wellbeing. Students also design and undertake a practical investigation related to mental processes which they will present in a scientific poster.

*Psychology is one of the most interesting subjects because you learn lots about yourself, how your brain works and how to better understand people.*

*Psychology is fascinating as I enjoy learning about human behaviour and how our brains function.*

*Psychology is a really intriguing subject as you learn more about yourself than you'll actually know*

## Further Information about Psychology

It is recommended students complete Units 1 and 2 before they complete Units 3 and 4.

If a student does not complete Unit 1 and 2 before Unit 3 and 4 they will be required to complete some commencement work that will aid their transition into Unit 3 and 4.

# VCE Sociology

## Unit 1

### Youth and Family

#### Outcome 1 - Category and Experience of Youth:

Describe the nature of sociological inquiry and discuss, in an informed way, youth as a social category.

#### Outcome 2 – The Family:

Analyse the institution of family.

## Unit 3

### Culture and Ethnicity

#### Outcome 1 – Australian Indigenous Culture:

Analyse and evaluate changes in public awareness and views of Australian Indigenous culture.

#### Outcome 2 – Ethnicity:

Identify and analyse experiences of ethnicity within Australian society.

## Unit 2

### Social Norms: Breaking the Code

#### Outcome 1 – Deviance:

Analyse a range of sociological theories explaining deviant behaviour and impact of moral panic on those considered deviant.

#### Outcome 2 – Crime:

Discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

## Unit 4

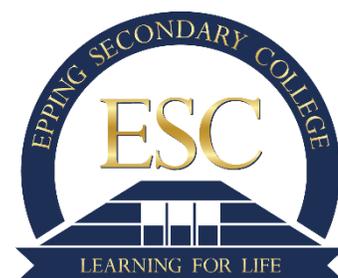
### Community, Social Movements and Social Change

#### Outcome 1 - Community:

Analyse the experience of community generally and analyse and evaluate a specific community.

#### Outcome 2 – Social Movements and Social Change:

Analyse the nature and purpose of social movements and evaluate their influence on social change.



# VCE Studio Arts

## Unit 1

Unit 1 focuses on using sources of inspiration and ideas to form a basis for their first artwork to be completed in unit 1. Students engage in the process of exploration, experimenting with a wide range of materials and techniques as tools for translating their ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

## Unit 3

In Unit 3, students develop a work brief to define an area of exploration, applying a design process to explore and develop their ideas to produce a range of potential solutions. The unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks. Students investigate various artists and artworks from different times and cultures in order to determine artists' influences, aesthetics in artworks as well as art making practices.

## Unit 2

Unit 2 focuses on establishing a design process to be utilized by students in order to produce a selection of finished artworks. Students will learn about the ideas and issues that may arise when artists' work is used to make new artworks; this will include appropriation, copyright, artists' moral rights and ethical considerations. Students also develop skills in visual analysis, in which artworks from different times and cultures are analysed to aid students understanding of artists' ideas, sources of inspiration, creation of aesthetic qualities and identifiable styles.

## Unit 4

Unit 4 focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential solutions generated in Unit 3 will be used to produce a cohesive folio of finished artworks in Unit 4. This unit also explores aspects of artists' involvement in the current art industry, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

## Further Information about Studio Arts

If you enjoy or are good at Art, Studio Arts can be a way of increasing your VCE outcomes to your best potential. Studio Arts can build your critical and creative thinking skills which will also strengthen your approach to other VCE subjects.

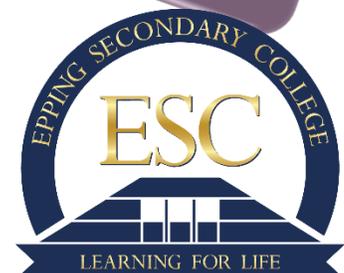
Possible career pathways:

Practicing Artist, Commercial Artist, Courtroom Artist, Tattoo artist, Printmaker, Art Therapist, Gallery Curator, Art Conservation, Art Historian, Art Publicist, Exhibition Design, Animation, Illustration, Set Design, Special effects make up, and the list continues.

*Studio Arts is the most rewarding subject but only if you're willing to put in the time and effort. Although it is a time consuming it is a great way to understand more about yourself and your creativity. I am proud of my visual diary and my finished artwork looked amazing.*

*I enjoy studio arts because its a way for to be close to art, I've always loved to draw and its a good way for me express myself. Its an opportunity for me to say something without having to talk.  
Helena, YR 11 Studio Arts.*

*"If you could say it in words – there would be no reason to paint." E.Hopper  
Immerse yourself in the study of art, artists and the art industry. Explore your creativity and self-expression and learn how art has helped us*



# VCE Visual Communication and Design

## Unit 1

Technical and observational drawing.  
Design Elements and Principles.  
Historical & Cultural practices.

In Unit 1, students build the foundation skills of the Visual Communication Design study. This includes building a folio of technical drawings and renderings, analyzing visual communications, looking at design elements and principles, and exploring factors that influence past and present designs. Students spend the Unit looking into a range of communication, industrial and environmental designs.

## Unit 2

Applications of technical drawing.  
Type and imagery.  
The design process.

Students develop their industrial and environmental design skills undertaking a drawing unit which aligns to a specific design brief. They explore communication design and graphic design practices using Adobe Suite software to create graphic design communications. At the end of the semester, students respond to a design brief using the design process which prepares them for Unit 3 of their studies.

## Unit 3

Design and analysis in context.  
Professional practice  
Writing a brief and generating ideas (folio).

Students prepare themselves to undertake the design process from brief to product. They build their analytical and practical skills in order to respond to a series of visual communications in a written and practical format. Students are also introduced to the design process in a real-world context – looking at a range of case studies. The folio component of this unit enables students to develop their own design brief and respond to this using the design process. This folio component then rolls into Unit 4.

## Unit 4

Development of design concepts.  
Final presentations.

Students enter the refinement stages of creating their mock-up visual communication and spend a third of the unit putting the final touches on their design ideas. They are to create their final presentations, ready for assessment, and pitch their communication to an audience – demonstrating their knowledge of their client's needs, and presenting their design process through their folios.

"Studying VCD is helping me to become more aware of the visual world around me, and how important it is to pay attention to things like advertisements, buildings, posters, commercials, furniture, and other products."

"I consider Viscom one of my most important subjects. It is relevant in all my subject areas, and has taught me a lot about context, visual purpose, attention to detail, model making, and design procedures and processes."

"VCD allows me to put my personal interests of robotics and computer gaming into my learning. I am able to build up on my computer skills while learning about the specific purposes and decisions behind visual communication."

## Further Information about Visual Communication and Design

Students need to have studied year 9 and 10 VCD prior to this so they come into the VCE years with a broad pre-existing knowledge of Visual Communication Design curriculum, terminology, practice and expectations. It is **NOT** recommended that students who have not studied Visual Communication Design apply to undertake Units 1 – 4 of this subject.



# VCE VET Italian

## Certificate II Italian

Certificate II is a nationally recognised qualification in the study of a language, which is looked favourably upon by employers in the health, tourism, hospitality and community services sectors.

At the year 10 level it is run as a one-year programme. On completion of the course, students will receive 3 VCE credit units.

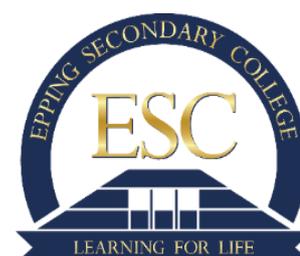
This course provides students with opportunities to use Italian in social and workplace settings, useful both in Australia and overseas. Students will develop their skills through the completion of units of competency, at the end of which they will be awarded the Certificate II in Applied Language (Italian).

*Languages, your passport to the world!*

UNITS OF COMPETENCY CODES	UNITS OF COMPETENCY
CALOCS201	Conduct basic oral communication for social purposes in a language other than English
CALOCW202	Conduct basic workplace oral communication in a language other than English
CALRWS203	Read and write basic documents for social purposes in a language other than English
CALRWW204	Read and write basic workplace documents in a language other than English

### POSSIBLE TASKS THAT A ITALIAN VET STUDENT MAY DO:

- \*leave a detailed voice mail for a friend (everyday social scenario)
- \* give and ask directions around a city (tourism and hospitality scenario)
- \*draft and organise a hotel booking for a client (tourism)
- \*respond to an email about uniform changes (community and/or health services)
- \*read and understand an email/blog about a student exchange experience
- \* give/follow instructions based on a recipe



# VET Sport and Recreation

## Certificate III in Sport and Recreation

### Course Code SIS30115

Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

**NOTE: THIS IS A TWO YEAR PROGRAM RUN ON A WEDNESDAY**

#### Units 1 & 2

- Organise and complete daily work activities
- Provide first aid
- Assist in preparing and conducting sport & recreation sessions
- Follow work health and safety policies
- Prepare a pre or post event meal
- Work effectively in sport, fitness and recreation environments

#### Units 3 & 4

- Organise work priorities and development
- Use social media tools for collaboration and engagement
- Maintain sport, fitness and recreation activities
- Conduct basic warm-up and cool down programs
- Conduct non-instructional sport and recreation sessions
- Respond to emergency situations

#### Credit in the VCE

Program 2: Students who complete SIS20115 Certificate II in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level.

#### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

#### Scored Assessment

For Program 2: SIS30115 Certificate III in Sport and Recreation, scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

There are additional costs associated with many VET courses. Costs will be provided prior to enrolment

Great course. Sport and Rec has given me the confidence to work with and instruct others.

Bianca

This course gave me the skills and ability to work confidently in the fitness area.

Blake

