

# EPPING SECONDARY COLLEGE



## Senior school programs and VCE Subject Information Booklet 2020



# 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 2020 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
- Use this handbook in conjunction with the Careers Awareness Days to find out more about the subjects you are interested in – also speak with your current teachers about what the VCE subject is like
- Attend the Course Counselling and Subject Selection interview. 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 form completed and signed – if applicable

***Note: Subjects running is contingent 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.

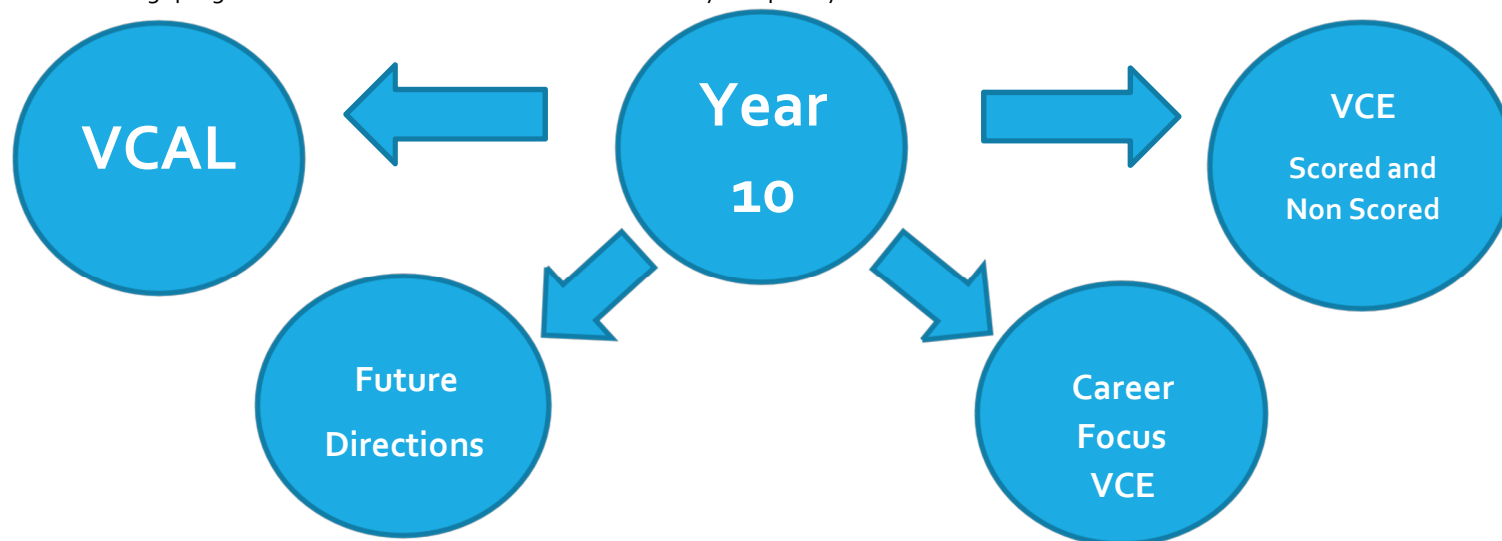
## Accelerated students

Students who are already completing an accelerated subject will have the option of continuing that accelerated subject.

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 19<sup>th</sup> July

## Which Program should I choose?

At Epping SC 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 year 11.

#### 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/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
A VET or Certificate Level Course available if appropriate						









## 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
All VCAL students must have a Structured Work Placement – linked to chosen career path							

# 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:	
	Meet, respect and respond to the diverse needs of all students undertaking VCE studies at Epping Secondary College.
	Offer career pathways that individualize student aspirations and needs.
	No longer make assumptions that all students require an ATAR score.
	Provide choices for all students
	Better prepare all students for what they aim to achieve and follow through when they leave the college
	Encourage students to investigate alternative pathways and give greater validity to these options.
	Continuously work towards enabling all students to experience success
	Better learning for ALL.

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><input type="checkbox"/> enable students to gain the required pre requisites/score to enter a particular university or course</li> <li><input type="checkbox"/> encourage deeper learning of content and skills relevant to the maximising their SAC and exam scores.</li> <li><input type="checkbox"/> support students wanting an ATAR to maximise their score.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> enable students to learn through their individual style and needs without the pressures of examinations and ATAR scores.</li> <li><input type="checkbox"/> avoid students feeling demoralised due to their grades</li> <li><input type="checkbox"/> encourage deeper learning of content and enable skill development through a directed learning approach.</li> <li><input type="checkbox"/> encourage deeper learning of content and skills relevant to the specific program- Not just teach to the SAC and exam.</li> <li><input type="checkbox"/> enable all students to develop a healthy self-esteem by achieving success</li> <li><input type="checkbox"/> look at other pathways to attend universities as universities are moving further toward alternate selection processes, hence opening up entrance requirements</li> <li><input type="checkbox"/> To enable students to research and investigate alternate career pathways through support and encouragement from VCE management team.</li> <li><input type="checkbox"/> 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 History

## VCE 20th Century History & Revolutions

*In VCE History, Units 1 and 2 focus on general 20<sup>th</sup> Century History. Units 3 and 4 then specifically look at Revolutions.*

### 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/or 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).

*All courses have minimum enrolment requirements. They will not run if quotas are not reached.*

# VCE Accounting

## Unit 1

### Role of Accounting in Business

#### Outcome 1 - The Role of Accounting:

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.

#### Outcome 2 - Recording Financial Data and Reporting Accounting Information for a Service Business:

Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

## Unit 2

### Accounting and Decision-Making for a Trading Business

#### Outcome 1 - Accounting for Inventory:

Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

#### Outcome 2 - Accounting For and Managing Accounts Receivable and Accounts Payable:

Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

#### Outcome 3 – Accounting For and Managing Non-Current Assets:

Record and report for non-current assets and depreciation.

## Unit 3

### Financial Accounting for a Trading Business

#### Outcome 1 – Recording and Analysing Financial Data:

Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

#### Outcome 2 – Preparing and Interpreting Accounting Reports:

Record transactions and prepare, interpret and analyse accounting reports for a trading business.

## Unit 4

### Recording, Reporting, Budgeting and Decision-Making

#### Outcome 1 – Extension of Recording and Reporting:

Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

#### Outcome 2 – Budgeting and Decision-Making:

Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.



# VCE Australian & Global Politics

## Unit 1

### THE NATIONAL CITIZEN

**Power, Politics and Democracy:**

Students look at how power is used by different types of governments and groups such as terrorism in the world today.

**Exercising and Challenging Power:**

Students look at why different groups/individuals seek to gain power and how they use this power to change their society.

They discuss the ideologies that influence people and leaders and how that affects the world today.

## Unit 2

### THE GLOBAL CITIZEN

**Global Threads:**

Students discuss how global issues now affect multiple people from around the world. Students look at the ways economics and communication have changed how politics works at a global level.

**Global Cooperation and Conflict:**

Describe and analyse the extent to which the international community works together to manage conflict and instability around the globe. This includes such topics as refugees, disarmament or human rights, war, genocide, terrorism, border disputes and organised crime.

## Unit 3

### GLOBAL ACTORS

Students look at the major global players in international relations such as the UN, WTO, IMF & ICC. They consider the types of power used by states and other groups such as corporations and terrorist groups.

**Power in the Asia-Pacific Region:**

Analyse and evaluate types of power used by an Asia-Pacific state in pursuit of national interest. Case studies may include Australia, China, Indonesia, Japan or the United States of America.

## Unit 4

### GLOBAL CHALLENGES

**Ethical Issues and Debates:**

Analyse two global political issues from a range of perspectives and evaluate effective responses. Those issues could be human rights, people movement, development, inequality and poverty or arms control and disarmament.

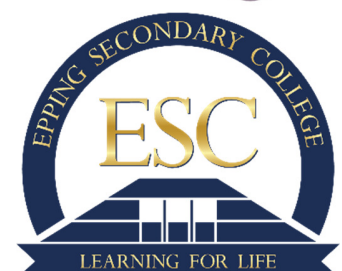
**Crises and Responses:**

Explain the characteristics of two contemporary crises and evaluate effective responses. Crises could include environmental degradation, inter and intrastate conflict in Afghanistan, state and non-state terrorism and economic instability.

*This study investigates the contemporary national and global scene, exploring, explaining and evaluating political issues, problems and events.*

*Students will develop knowledge and understanding of Australian Politics and democracy and discuss issues like asylum seekers, carbon tax and Australian defence forces in Afghanistan.*

*Students will learn about Global Politics, state and non-state actors, globalisation, human rights, people movements and weapons proliferation, as well as global crises of environmental degradation, war and terrorism.*





# VCE Biology

## Unit 1

### HOW DO LIVING THINGS STAY ALIVE?

This unit examines how organisms function at a cellular and multicellular level, and how these biological systems respond to different environments. Students will investigate the various adaptations of plants and animals that enable them to maintain a stable population. The complexity of ecosystems and the relationships between organisms are also studied.

Assessment includes a field report, practical reports, tests and an exam.

## Unit 3

### HOW DO CELLS MAINTAIN LIFE?

This Unit looks at the structure and function of cells. Cellular processes such as enzyme activity, cellular respiration and photosynthesis are studied. We look at the way the body responds to changes using the nervous and endocrine system. We study the causes of disease and how the body defends itself from these challenges.

Students will complete a practical investigation related to cellular processes and immunity.

## Unit 2

### HOW IS CONTINUITY OF LIFE MAINTAINED?

This unit focuses on the cellular reproduction cycle and the transmission of biological information across generations. Students examine the structure and function of DNA in relation to basic genetic concepts and how it plays a role in inheritance. Different methods of reproduction in relation to the survival of a species are also studied.

Students will investigate an issue in genetics or reproductive science, and communicate their findings through an oral presentation.

## Unit 4

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

This unit looks at the relatedness between species and the impact of change on a population's gene pool. Students look at biological evolution by natural selection and examine evidence from palaeontology, biogeography, developmental biology and structural morphology. Technological developments are examined in various biological fields as evidence of change. Assessment includes practical investigations and written reports.

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."

Molly,  
Year 11, 2015  
"I always look forward to Biology. The content is really interesting and allows you to think more deeply about the world and all its creatures, and shows many of the little links that shape the world we live in. I would highly recommend this subject. You'll love it!"

# 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.*



# 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

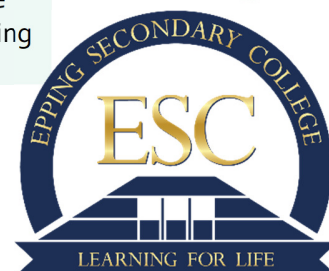
### HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

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.

*It's 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.

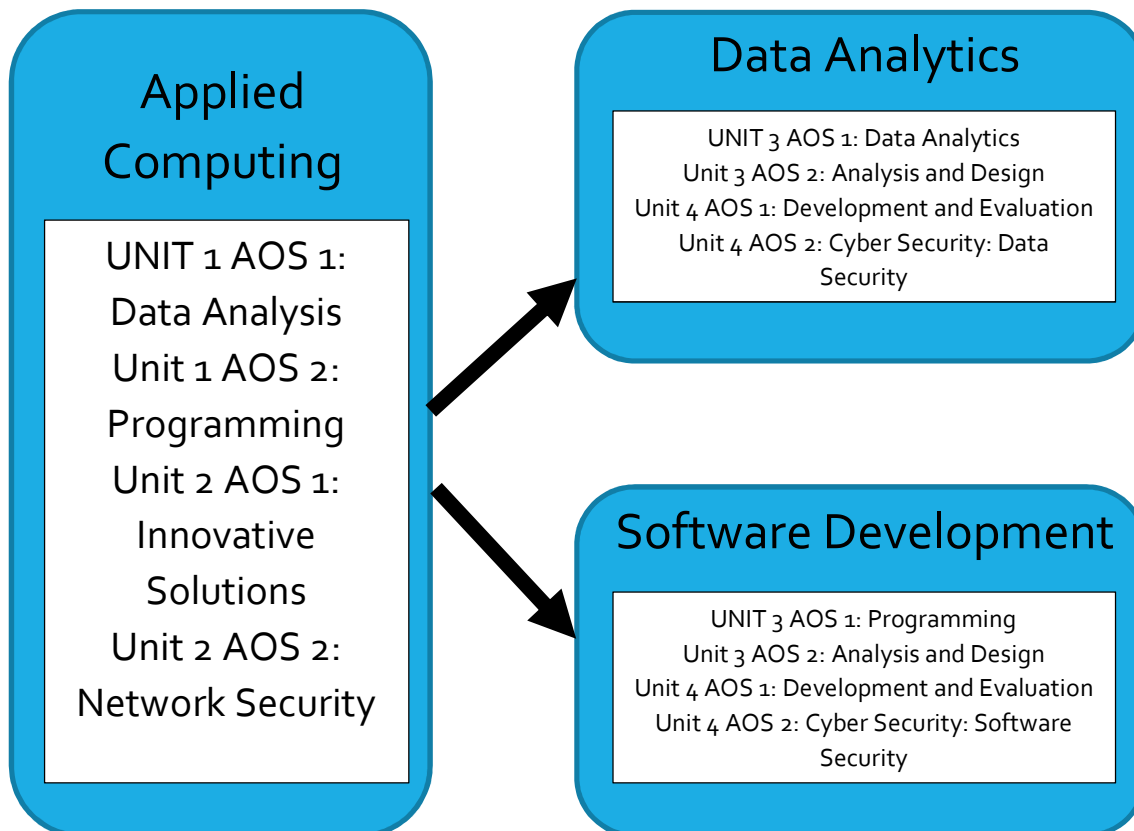
Students are strongly advised to seek clarification about the various Computing pathways prior to making their selections.

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.

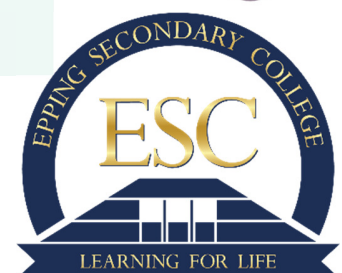
AOS 1 is the second part of the SAT, where students develop a functional solution around the need they identified in Unit 3.

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 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 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 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.

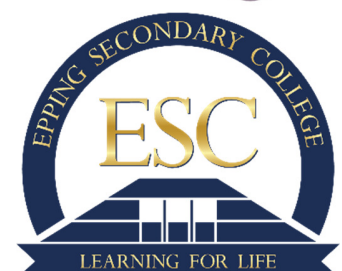
### Outcome 2: Close Analyses

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 Geography

## Unit 1

### Hazards and Disasters

#### Outcome 1 – Characteristics of Hazards:

Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

#### Outcome 2 – Response to Hazards and Disasters:

Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

## Unit 3

### Changing the Land

#### Outcome 1 – Land Use Change:

Analyse, describe and explain land use changes and assess its impacts.

#### Outcome 2 – Land Cover Change:

Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

## Unit 2

### Tourism

#### Outcome 1 – Characteristics of Tourism:

Analyse, describe and explain the nature of tourism at a range of scales.

#### Outcome 2 – Impact of Tourism:

Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

## Unit 4

### Human Population – Trends and Issues

#### Outcome 1 – Population Dynamics:

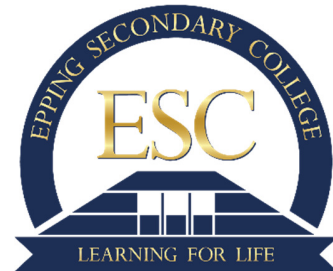
Analyse, describe and explain population dynamics on a global scale.

#### Outcome 2 – Population Issues and Challenges:

Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

*Where? Why? How much? What with? These are some of the questions to which geographers want to find the answers.*

*Geography is the study of places on the earth, the people who live there and the environments that support them*



# 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 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 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 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 Italian

## Unit 1

In Unit 1 students complete writing, speaking, listening and reading activities based on topics that may include:

- \*personal identity and lifestyles
- \* relationships
- \* school
- \* education & future aspirations
- \*food and health
- \*influence of science and technology
- \*Italian passions

The study is designed to expose students to different print text types as well as audio-visual materials such as films, Youtube clips and songs.

Students will:

- \* study language as a system
- \* develop a better communication skills and intercultural awareness
- \*make connections between English and Italian
- \*make comparisons between Australia and Italy

## Unit 3

In Unit 3 students will study topics that may include:

- \*migration
- \*Travel and tourism
- \*the environment

Students will be required to complete 3 outcomes which include:

- \*exchanging ideas, information and opinions in a role-play
- \*expressing ideas through the production of a piece of imaginative or personal writing
- \*analysing and using information from spoken texts

## Unit 2

In Unit 2 students complete writing, speaking, listening and reading activities based on topics that may include:

- \*health and nutrition
- \* fascism
- \* women's role in society
- \* food

The study is designed to expose students to various multimodal texts and to engage them in :

- \* exchanging ideas
- \* role-plays, speeches, interviews
- \*the study and use of a range of writing styles
- \*the development of analytical skills

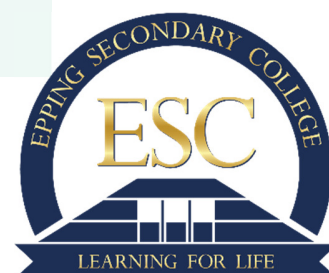
## Unit 4

In Unit 4 students will be required to complete 2 outcomes which include:

- \*Analysing and using information from written texts and translating part of the texts into English.
- \*Writing an informative, persuasive or evaluative written response (eg: report) and engage in an interview of approximately 4 minutes based on issues related to the texts studied.

*You can only really understand your own language when you study or learn another. Studying Italian has improved my English. The similarities between Italian and English are endless and consequently I have increased my English vocabulary considerably.*

*I love travelling, learning about different cultures and studying languages, so it was only natural that I chose Italian at the VCE level. Studying Italian is not only about language but about culture. What's not to love about great coffee, good food, an amazing history and a beautiful country. It is not called the Bel Paese (beautiful country) for nothing!*





# 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

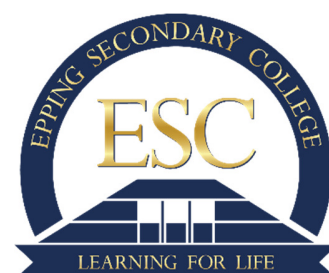
### The People and the Law

#### 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

Sara  
Year 11 Macedonian  
Learning Macedonian gives you many options in your future career. It is incredibly beneficial as most work forces look for bilingual people. It also helps you speak fluently.

Andrijana  
Year 11 Macedonian  
Learning Macedonian is interesting. Macedonian not only educates you, it is beneficial to learn as it advances your ability to communicate.

Bianca  
Year 11 Macedonian  
Macedonian language will help you more than you think. With studying Macedonian as a VCE subject you will have much brighter education and if you have ambition you will succeed in this area.

## 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.

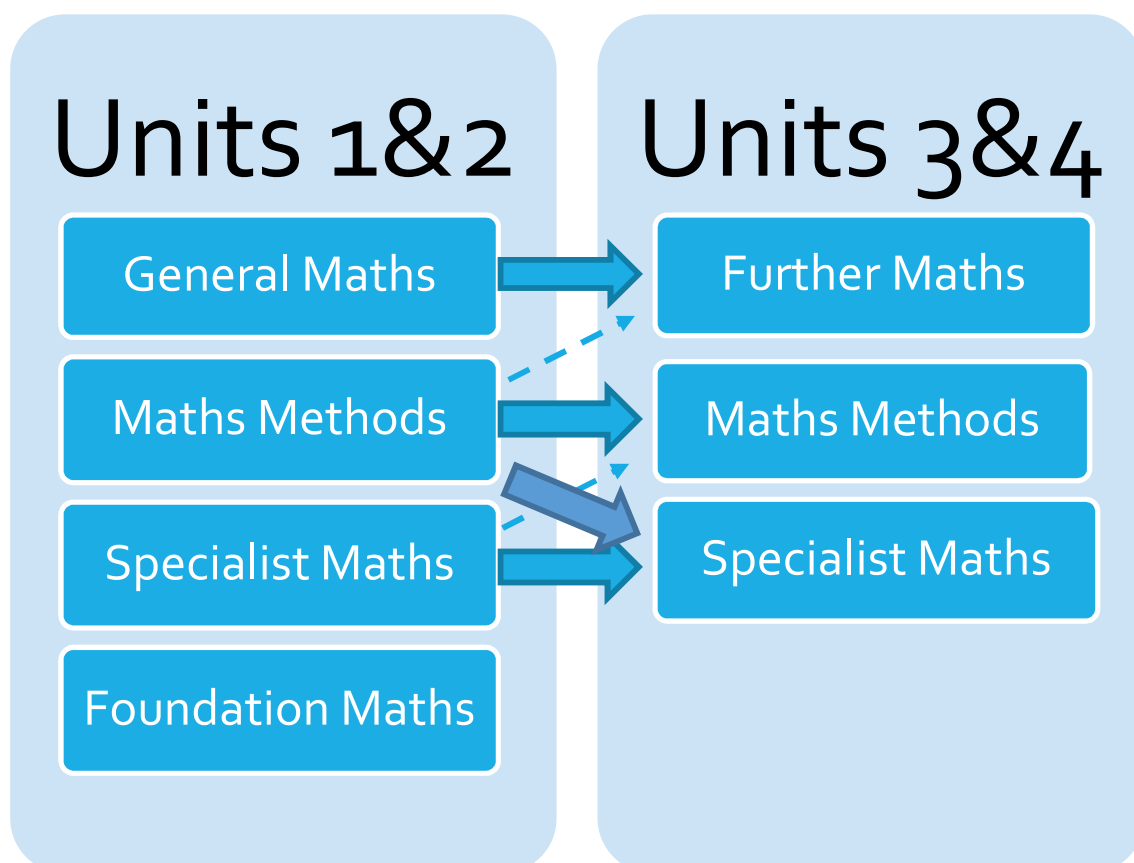
# VCE Mathematics

## 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 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

## 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".

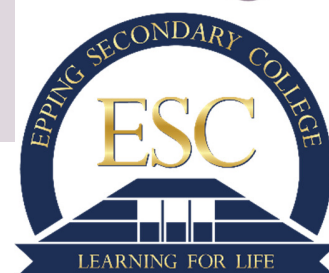
It was easy because it builds on what we've done before. I like how everything is useful and relates to the real world.  
Molly Y11, 2015

# VCE 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'.



# 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.

<p><b>Unit 1</b></p> <p>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.</p>	<p><b>Unit 2</b></p> <p>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 &amp; 4 Mathematical Methods (CAS)</p>
<p><b>Unit 3</b></p> <p>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.</p>	<p><b>Unit 4</b></p> <p>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.</p>

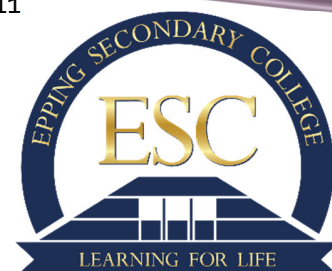
## Further Information about Mathematical Methods (CAS)

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

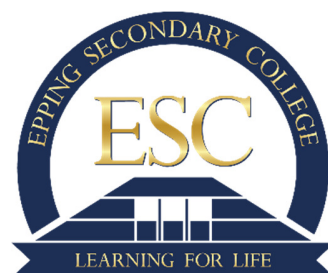
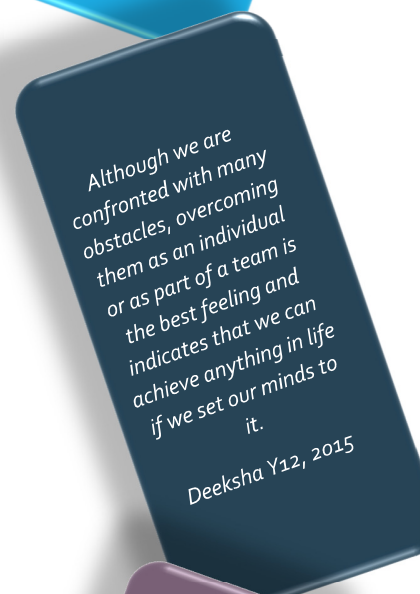
Study in this subject involves rigorous mathematical application and requires very sound mathematical skills as well as the ability and willingness to acquire and apply new algebraic and trigonometric skills to prepare for Specialist Mathematics.

## 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.



# 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

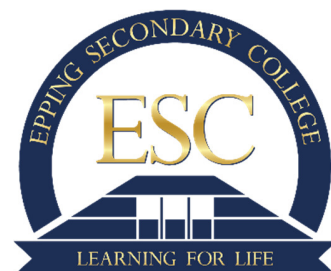
In this unit students focus on the production and post-production stages of the media production process, bringing the media production planned in Unit 3 to its realisation. They also study the complex and ever changing relationship between media and audiences. Students will consider how audiences create, 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 had at least 2 years experience in a chosen instrument, including singing.



# VCE Philosophy

## Unit 1

Existence, Knowledge and Reasoning

### Outcome 1 – Metaphysics:

Analyse metaphysical problems and evaluate viewpoints and arguments arising from these, and identify metaphysical problems in relevant contemporary debates, including: time, free will and determinism, materialism and idealism, the nature and existence of God, and the material mind.

### Outcome 2 – Epistemology:

Analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in the context of relevant contemporary debates including: knowledge, science and objectivity.

### Outcome 3 – Introduction to Philosophical Inquiry:

Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

## Unit 3

Minds, Bodies and Persons

### Outcome 1 – Minds and Bodies:

Examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates.

### Outcome 2 – Personal Identity:

Analyse, compare and evaluate viewpoints and arguments on personal identity in the set texts and discuss related contemporary debates.

## Unit 2

Questions of Value

### Outcome 1 – Ethics and Moral Philosophy:

Analyse problems in ethics and moral theory are related contemporary debates, and evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates including morality, moral psychology, and on right and wrong.

### Outcome 2 – Further Problems in Value Theory:

Analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates including on rights and justice, liberty and anarchy, aesthetic value, the interpretation of artworks.

### Outcome 3 – Techniques of Philosophical Inquiry:

Apply methods of philosophical inquiry to the analysis and evaluation of philosophical viewpoints and arguments, including those in value theory.

## Unit 4

The Good Life

### Outcome 1 – Conceptions of the Good Life:

Discuss concepts related to the good life, and analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

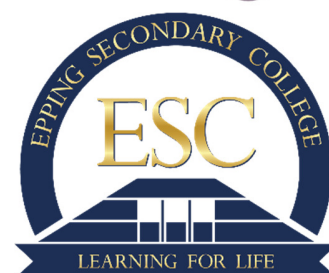
### Outcome 2 – Living the Good Life in the Twenty-first Century:

Discuss contemporary debates related to technological development and the good life, and examine the interplay between technological development and conceptions of the good life.

What is truth? Do we have free will? What does it mean to be good? These are some of the fundamental questions which have challenged humans for millennia and which underpin ongoing endeavour in areas as diverse as science, justice and the arts.

In this subject, students will engage in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy; ethics, epistemology and metaphysics.

They will examine and use various methods of philosophical inquiry. Examples of philosophical thought will be used to stimulate and enhance student thinking about fundamental concepts and problems.



# 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.

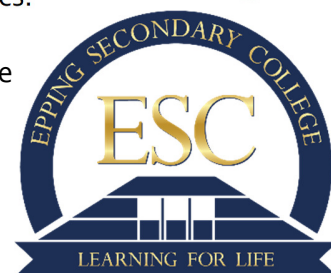
*The concepts in Physics can get difficult at times but there is always a way around it. Very interesting things to learn. I reckon everyone who is interested should give it a go but be warned, you will have to do lots and lots of practice exams!*  
-Dylan

*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 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 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 4

During Unit 4 students study the structure and functioning of the human brain and nervous system. They 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.

Studio Arts is the most rewarding subject but only if you're willing to put in the time and effort. Although it is 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

## 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.

# VCE Theatre Studies

## Unit 1

### PRE-MODERN THEATRE STYLES AND CONVENTIONS

This unit will focus on:

- Exploring scripts from the pre-modern era of theatre, works prior to 1920.
- Applying acting and other production roles in interpreting/presenting plays from pre-modern eras
- Analysis of a professional performance from a pre modern era.

## Unit 2

### MODERN THEATRE STYLES AND CONVENTIONS

This unit will focus on:

- Investigating the influences of theatrical styles from the modern era.
- Application of production roles and evaluating impact on audiences when interpreting plays.
- Analysis and evaluation of a professional performance from the modern era.

## Unit 3

### PRODUCING THEATRE

This unit will focus on:

- Interpreting a script through planning, development and presentation.
- Researching and documenting ideas for creative interpretation.
- Apply production roles to add meaning to the script interpretation
- Attend a professional performance, analyse and evaluate its interpretation from the text.

## Unit 4

### PRESENTING AN INTERPRETATION

This unit will focus on:

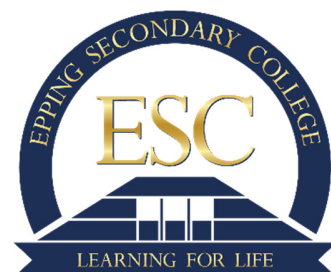
- Developing a theatrical brief that presents an interpretation of a scene and the monologue in that scene, focusing on two production roles
- Describing, documenting and justifying a creative interpretation.
- Analysing and evaluating the acting in a production selected from the prescribed playlist.

*"Theatre Studies is the only course that gave value to self-reflection and self-evaluation. With the freedom to think creatively, I wasn't taught what to think, but how to think."*

*"As you study Theatre Studies, you will be involved physically, intellectually, and emotionally, in a variety of situations that enable you to understand yourself and empathize with others. Theatre is finally about learning, acquiring, and developing the life skills you need, both personally and professionally. It is a package that will prepare you for your future – whatever it may be, and wherever it may lie."*

## Further Information about Theatre Studies

To gain entry into unit 1 and 2 Theatre Students you need to have completed a minimum of year 9 Drama. To gain entry into unit 3 and 4 you need to have completed either; year 10 drama or Unit 1 and 2 Theatre Studies. You need to be aware that there will be costs associated with going to the theatre to see the prescribed performances and it is compulsory to attend these. You also need to be aware and committed to attending and participating in rehearsals, outside of classtime, in preparation for ensemble performances.



# 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 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 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 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 Extended Investigation

To enrol, you should:

- have good executive functions and be able to manage your own time
- be interested in completing a 5<sup>th</sup> or 6<sup>th</sup> VCE subject
- have an interest in English, humanities or biology
- approach DAR or AUS to discuss your potential research ideas

## Unit 3

Design a research question to explore a topic you are passionate about. Develop a plan, establish a timeline and learn the conventions academic writing. Enhance your critical thinking and cognitive abilities.

## Unit 4

Maintain an investigative journal and write a 4000 word mini-thesis to complete your investigation. Defend your findings to a non-specialist audience. Congratulations, you're now an academic!

# VET Information, Digital Media and Technology

Certificate III in Information, Digital Media and Technology

## Course Code ICT30115

This provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

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

### Units 1 & 2

- Participate effectively in WHS communication and consultation process
- Work and communicate effectively in an ICT environment
- Run standard diagnostic tests
- Operate application software packages
- Produce digital images for web
- Use social media tools for collaboration and engagement
- Care for computer hardware

### Units 3 & 4

- Create user documentation
- Install and optimize operating system software
- Install, configure and secure a small office or home office network
- Maintain equipment and software
- Provide ICT advice to clients
- Build simple websites using commercial programs

Credit in the VCE

Program 2: Students who complete ICT30115 Certificate III in Information, Digital Media and Technology will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Program 2: Certificate III in Information, Digital Media and

Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

Scored Assessment

For Program 2: ICT30115 Certificate III in Information, Digital Media and Technology, 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.

Loved the course - I was able to use my imagination to design and create the animations I wanted to and to make them move and dance.

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

Students wishing to receive a study score for VCE VET Information, Digital Media and Technology must undertake scored assessment. This consists of three coursework tasks, and an end of year examination.

Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

Note: The Units 3 and 4 sequences of VCE VET Music are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

## VET Music

### Certificate III In Music Industry

#### Course Code CUA30915

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. This course provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry.

**NOTE: THIS IS A TWO YEAR PROGRAM RUN ON A WEDNESDAY  
IN 2021 UNITS 3 & 4 WILL BE OFFERED**

#### 2020: Units 1 & 2

- Implement copyright arrangements
- Work effectively in the music industry
- Follow occupational health and safety procedures
- Apply knowledge of style and genre to music industry practice

#### 2021: Units 3 & 4

- Develop technical skills in Performance
- Prepare for Performances
- Develop Improvisational Skills
- Develop and Maintain stagecraft Skills
- Record and mix a basic music demo
- Perform music as part of a group

#### Credit in the VCE

Program 2: Students who complete CUA30915 Certificate III in Music Industry will be eligible for up to three units of credit towards their VCE: two credits at Units 1 and 2, and a Units 3 and 4 sequence.

#### ATAR Contribution

Students wishing to receive an ATAR contribution for either of the Units 3 and 4 sequences from VCE VET Music must undertake scored assessment for the purpose 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.

Where a student elects not to receive a study score for VCE VET Music, no contribution to the ATAR will be available.

#### Scored Assessment

For Program 2: CUA30915 Certificate III in Music Industry, scored assessment consists of three coursework tasks, worth 50% of the overall study score and an end of year performance examination, worth 50% of the overall study score.

# VCE VET Health

## Certificate III in Health Services Assistance Course Code HLT33115

VCE/VET Health is designed to educate and engage students in the health services industry and act as a platform for employment for further study upon completion. The course is designed to enable students to have hands on real life experiences in fields directly related to employment in Australia. This course also provides students with medical related skills and knowledge and may appeal to those who are interested in pursuing higher education pathways in medical related fields.

**NOTE: THIS IS A TWO YEAR PROGRAM WHICH WILL BE INTEGRATED WITHIN THE NORMAL SCHOOL TIMETABLE**

### 2020: Units 1 & 2

- An in depth look at the Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Responding to behaviours of concern
- Infection prevention and control
- Communicating with clients
- Maintaining a high service of care

*Gain a Nationally  
Recognised  
Qualification that  
can assist in the  
future to work as:*

- \*Nurses*
- \*Ward Attendants*
- \*Theatre technicians*
- \*Direct care  
assistants*

*Pursue higher  
education  
pathways in fields  
such as:*

- \*Doctors*
- \*Physiotherapists*
- \*Dieticians*
- \*Pathologists*
- \*Pharmacists*
- \*Health Sciences*

### Credit in the VCE

Program 2: Students will gain a statement of attainment toward the completion HLT33115 Certificate III in Health Services Assistance will be eligible for up to one unit of credit towards their VCE at Units 1 and 2 level and a minimum of three units at unit 3 and 4 level.

### ATAR Contribution

Students who receive a Units 3 and 4 sequence for VCE VET Health will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies)

### Scored Assessment

To be eligible for a study score students must satisfactorily achieve all the units of competency designated at the scored Unit 3 and 4 sequence and undertake a written examination on the compulsory units of competency in the Units 3 and 4 sequence.

# 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  
IN 2020 UNITS 3 & 4 WILL BE OFFERED**

#### 2021: 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

#### 2020: 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

# VET Business

Certificate III in Business (partial completion)

## Course Code BSB30115

This course is an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

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

### 2020: Units 1 & 2

- Deliver and monitor a service to customers
- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development
- Apply knowledge of WHS legislation in the workplace

### 2021: Units 3 & 4

- Maintain business resources
- Process customer complaints
- Work effectively with diversity
- Maintain financial records
- Contribute to effective workplace relationships
- Support operational plan
- Provide workplace information and resourcing plans

### Credit in the VCE

Students who complete BSB30115 Certificate III in Business (partial completion) will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Business (partial completion) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

### Scored Assessment

Program 2: BSB30115 Certificate III in Business (partial completion) 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.

*This course really helped me learn about the basics of Business and how to apply them to my part time job*

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

*Students wishing to receive a study score for VCE VET Business must undertake scored assessment. This consists of three coursework tasks, and an end of year examination.*

# VET Community Services

Certificate III in Community Services (partial completion)

## Course Code CHC32015

This course provides students with the knowledge and skills to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

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

### 2020: Units 1 & 2

- Organise and complete daily work activities
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety
- Interact effectively with others at work

### 2021: Units 3 & 4

- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies

Credit in the VCE

Students who complete BSB30115 Certificate III in Community Services (partial completion) will be eligible for up to three units of credit at Units 1 and 2 level and two Units 3 and 4 sequence.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Community Services (partial completion) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

Scored Assessment

Program 2: CHC32015 Certificate III in Community Services (partial completion) 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.

*This course really helped me learn about different jobs available in Community sector: aged care, disability work, children's services, community housing and mental health*

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

*Students wishing to receive a study score for VET Community Services must undertake scored assessment. This consists of three coursework tasks, and an end of year examination*



# VET Screen and Media

Certificate III in Screen and Media (Video & Screen)

## Course Code CUA31015

This provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

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

### 2020: Units 1 & 2

- Develop and extend critical and creative thinking skills
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry
- Develop drawing skills to communicate ideas
- Prepare video assets
- Promote innovation in a team environment

### 2021: Units 3 & 4

- Explore and apply the creative design process to 2D forms
- Create 2D digital animations
- Author interactive sequences
- Create visual design components
- Write content for a range of media

### Credit in the VCE

Program 2: Students who complete CUA31015 Certificate III in Screen and Media will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Screen and Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

### Scored Assessment

CUA31015 Certificate III in Screen and Media, 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.

Loved the course - I was able to use my imagination to design and create the animations I wanted to and to make them move and dance.

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

Students wishing to receive a study score for VCE VET Screen and Media must undertake scored assessment. This consists of three coursework tasks, and an end of year examination.