



**MOUNT ST. JOSEPH
GIRLS' COLLEGE**
Virtue Courage

Senior Secondary Certificate Handbook

Curriculum Overview

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SENIOR SECONDARY CERTIFICATE HANDBOOK 2023

PLANNING YOUR PATHWAY IN THE SENIOR YEARS

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

In 2023, the new VCE Vocational Major will replace VCAL (Intermediate and Senior) and the new Victorian Pathways Certificate (VPC), will be introduced to replace Foundation VCAL.

The VCE Vocational Major will be recognised internationally, will be valued by employers and provide:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE

The VPC is also an Applied Learning Program that sits outside of the VCE. The VPC is not a Senior Secondary qualification. Students who study the VPC in Year 11 and/or 12 might be heading into the VCE VM, work or apprenticeships.

You need to start thinking about the pathways you can take over the next two years to achieve your goals. We encourage you to discuss your choices with your teachers and the Careers and Pathways Co-ordinator. You should also discuss your proposed pathways with your parents/carers.

This Senior Secondary Curriculum Handbook is an important resource to assist with your course selections, but it is certainly not the only resource to help you plan your two-year study program and to answer some of the questions about the Senior Secondary Certificate.

Please make sure that you read the information carefully and ask questions about anything you do not understand. It is important that you and your parents/carers attend the Information Evening on Tuesday July 22. You will be provided with information about the programs that are available at Mount St. Joseph Girls' College and how you will be guided through the subject selection and

pathways planning process. Domain Leaders, and subject teachers and Year 11 and 12 students will be available to answer any questions you have about the different pathways and the various studies that are offered.

Finally, it is important that you are aware of the timelines for the Course Selection process and that you meet all of the required deadlines. A summary of the process and the schedule follows.

Mrs Joanna De Bono

Deputy Principal – Learning and Staff

TIMELINE

In order to complete your course selection for 2023, it is important that you work through the following process.

You need to:

- Think about your abilities, interests and academic achievements in various subjects.
- Read this Senior Secondary Certificate Handbook 2023 (also posted on the intranet under Course Selection Online icon). The booklet includes an overview of the Certificates and description of the subjects to assist you in making choices.
- Consider whether you are best suited to a VCE or VCE Vocational Major in Year 11 and 12.
- Identify which studies you wish to complete in 2023.
- Complete the Year 11 or Year 12 2023 Course Selection Form. This form will be supplied in an assembly.
- Obtain your on-line course selection password.
- Enter your Course Selection into the Online Course Selection Software on the Intranet for Semesters 1 and 2

Notes:

Every endeavour will be made to accommodate your course selection however the College retains the right to withdraw an elective if there are insufficient student numbers. Students will be notified if they need to reselect any subjects.

Year 11 students must complete the 2023 Course Selection Form and submit it to your Learning Mentor by August 1, 2022.

Year 12 students must complete the 2023 Course Selection Form and submit it to your Learning Mentor by **August 15 2022**.

KEY PERSONNEL

College Leadership	
Principal	Kate Dishon
Deputy Principal – Learning and Staff	Joanna De Bono
Deputy Principal – Student Wellbeing	Stacey Bourke
Director of Learning Diversity	Robyn Thomson
Director of Catholic Identity	Andrea Grant
Director of Wellbeing	Rory Godbold/ Kelly Sexton
Director of Pedagogy & Innovation	Adam Gonzalez
Domain Leaders	
English	Rebekah Taylor
Mathematics	Anil Krishna
Science	Karla Rangi
Humanities	Tahnee Hales
Performing Arts	Rohan Laird
Visual Arts	David Meilak
Languages	Luisa Ragusa
Health / Physical Education	Cherie Meurant
Faith & RE	Scott McNulty
Technology	Jay McMillan
Learning Leaders	
Learning Leader VCE	Natasha Jolly
Learning Leader VCAL	Claire Louden
Learning Diversity Leader	Maree Read
Learning Leader Pathways	Tania Vranes
Learning Development Leader	Katherine Anastasi
Learning Development Leader	Claire Louden
Learning Development Leader	Kate Gready

Student Wellbeing Leaders	
Year 10-12 Solomon House	Clare Kubacki
Year 10-12 Kincumber House	Alison Duncan
Year 10-12 Providence house	Kelly Sexton
Year 10-12 McCormack House	Rory Godbold
Year 10-12 Penola House	Courtney Davies
Year 10-12 Cameron House	Terri Curnow
Year 9	Natasha Feore
Year 9	Mitch Piazza
Year 8	Jane Sammut
Year 8	Nick Tresize
Year 7	Bianca Stafrace
Year 7	Lidia Morlin
Student Support Services	
Counsellor	Susha Vance
Social Worker	Corina Wrampling
Social Worker	Betul Inal



PATHWAYS AT MSJ

The term ‘Pathways’ is used to describe the different study and training opportunities individuals take up in pursuit of particular career and employment aspirations. In Australia, a student’s post-school options include University study, full-time TAFE study, Australian Apprenticeships (now incorporating traineeships) and employment. Other possibilities include short courses, part-time university or TAFE study and distance education. The program you select in your final years of secondary education is the first step toward creating a pathway that will lead you to future career and employment opportunities.

At Mount St. Joseph Girls’ College there are two types of Senior Secondary Certificates offered to students. Students need to choose one of the following courses:

1. Victorian Certificate of Education (VCE)
2. Victorian Certificate of Education Vocational Major (VM)

Victorian Certificate of Education (VCE)

VCE Vocational Major (VM)

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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



Students will have skills and experience to gain access to Apprenticeships, traineeships, VET, university (through alternative entry programs) or work

VCE

During your last two years at MSJ you usually study a minimum of 22 units.

Of the 22 units at MSJ, you must select:

At least four sequential units from the group of English Studies:

English 1 & 2, English 3 & 4, English Language 1 & 2, English Language 3 & 4, Literature 1 & 2, Literature 3 & 4

Religion Options:

Religion and Society 1 & 2, Religion and Society 3 & 4, Text and Traditions 1 & 2, Text and Traditions 3 & 4, Religion and Society 2 or



Students will have skills and experience to gain access to Apprenticeships, traineeships, VET, university (ATAR) or work

PATHWAY – SENIOR SECONDARY CERTIFICATE VCE

Overview

During your last two years at MSJ you usually study a minimum of 22 units.

Of the 22 units at MSJ, you must select:

1. At least four sequential units from the group of English Studies:

English 1 & 2, English 3 & 4, English Language 1 & 2, English Language 3 & 4, Literature 1 & 2, Literature 3 & 4

2. Religion:

Religion and Society 1 & 2, Religion and Society 3 & 4, Text and Traditions 1 & 2, Text and Traditions 3 & 4, Religion and Society 2 or Experiential Religion

Year One:

In your first year of VCE at MSJ you would usually choose 12 – 13 units to study in the two semesters.

Year Two:

In your second year you would usually choose 10 units to study in the two semesters. These units must include at least five sequences of Units 3 and 4, including at least one sequence from the group of English Studies – English 3 & 4, Literature 3 & 4, English Language 3 & 4.

Satisfactory completion:

To complete requirements of the VCE you must satisfactorily complete a total of no fewer than 16 units. Satisfactorily completed units must include:

1. At least three units from the group of English studies, which must include a 3 and 4 sequence of English, English Language or Literature.

AND

2. At least three other sequences of Units 3 and 4 studies other than your English study – you may take more than one of the Unit 3 and 4 English studies.
3. The expectation of the College is that students undertake a minimum of five Unit 3 & 4 sequences at Year 12 level.

Further study:

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

Assessment:

The Victorian Certificate of Education (VCE) is a two-year certificate, and assessment is spread over Years 11 and 12. Different methods of assessing students and their attainment of specified learning outcomes will give students the opportunity to develop and demonstrate a range of skills. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of learning outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Units 1 and 2:

The award of 'Satisfactory Completion' for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit in the Study Design. The College determines procedures for the assessment of levels of achievement. This is in accordance with the College's VCE Satisfactory Completion Policy. Assessment of a student's level of achievement is by a combination of coursework, extended tasks and examinations.

Units 3 and 4:

The award of 'Satisfactory Completion' for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit in the Study Design. A student's level of achievement will be determined by a combination of school assessed coursework, tasks and external examinations.

Reporting:

Completion of a Unit will be reported on the Statement of Results issued by the Victorian Curriculum Assessment Authority (VCAA) as S (Satisfactory), or N (Not Satisfactory). The College will also provide written reports on the level of achievement attained by students at the end of Units 1, 2 and 3.

SAMPLE PROGRAMS

On the following pages are examples of possible programs that could be undertaken by students. Guidelines are provided as to possible approaches to subject selection. Each program leads to a specific field or area of tertiary study or work. Students are encouraged to seek advice from the Pathways Team, Pastoral Group Teacher and subject teachers, before selecting any possible pathway.

It is very important that students complete their own research on prerequisites required for tertiary study in their chosen field before finalising their selections

Art and Design – Fine Arts/Design/Ceramics

Guidelines for choosing a study program

Tertiary courses in this field usually require the development of a folio. Students interested in pursuing a design pathway need to choose Visual Communication. Students focusing on other visual arts may choose from Studio Arts or Media Studies. It is sometimes wise to choose two arts and design subjects to allow for flexibility in the development of folios. Design and Technology and Furnishing (VET) can be useful subjects to complement studies in art and design. Business Management is also a subject that fits in with many of the career paths in the art and design field.

This pathway can lead to:

University studies such as Fine Arts (painting, printmaking, ceramics, sculpture, gold and silver smithing), Visual Communication (Graphic Design, Visual Communication), Textiles Design (Industrial Design, Fashion, Interior Design) Photography, Advertising, Media arts.

TAFE studies such as Diplomas and Certificates in Applied Design, Graphic Arts, Visual Arts, Visual Merchandising, Product Design, Interior Decoration, Photography and Fashion.

Employment in areas such as: Advertising, Teacher, Designer (fashion, industrial, interior), Architect, Artist, Illustrator, Arts Administrator, Graphic Artist, Jeweller, Desktop Publisher, Photographer.

Business

Guidelines for choosing a study program

There are usually no prerequisite subjects required to enter business courses at the tertiary level. It is, however, highly recommended that Mathematics be studied up to the end of Year 12. If you wish to enter business courses at Monash (Clayton campus) or the University of Melbourne, Mathematical Methods is required. Mathematical Methods is also a prerequisite study for Economics and Finance at RMIT.

Other highly recommended subjects are Accounting and Business Management. Business Administration (VET), Legal Studies and Information Technology are also useful subjects that relate well to courses with a business specialisation.

This pathway can lead to:

University studies such as Bachelor Degree in Economics, Accounting/Computing, Business, Banking and Finance, Marketing, Management, Information Technology, Arts/Commerce, Business Systems, International Trade, Tourism and Hospitality, Administration and Event Management.

TAFE studies such as Associate Diploma, Advanced Certificates in Business, Computing, Accounting, Marketing and Finance.

Employment in areas such as: Banking, Marketing, Insurance, Finance, International Trade, Travel and Tourism, Clerical Work, Public Administration, Local Government, Real Estate, Sales and Retail

Engineering

Guidelines for choosing a study program

Mathematical Methods is a prerequisite for all University Engineering courses and the study of Specialist Mathematics in Year 12 is a definite advantage in the preparation for such a course. It is also highly recommended that Physics is taken as a subject and Chemistry is essential if you are interested in Chemical Engineering or related fields in this discipline.

Because many Engineers work in a management role in a business setting, students might also like to consider choosing at least one business subject as part of their program.

This pathway can lead to:

University studies such as Electrical Engineering, Mechanical Engineering, Computer Engineering, Civil Engineering, Telecommunications Engineering, Aerospace Engineering, Chemical Engineering.

TAFE studies such as Diplomas and Advanced Certificates in Engineering.

Employment in areas such as: Engineer, Engineering Associate, Project Manager

Architecture, Urban Planning and Building

Guidelines for choosing a study program

Mathematical Methods is required for some University Architecture and Building courses but not all. Visual Communication is an important subject for those interested in Architecture and Geography is an important subject for those interested in Urban Planning.

Business subjects such as Business Management can be useful subjects complementing your study program.

The study of Physics is not compulsory but may be an advantage in some aspects of University Architecture and Building courses.

This pathway can lead to:

University studies such as Degrees in Architecture, Construction Management, Urban Design and Planning, Landscape Architecture, Property, Interior Architecture/design.

TAFE studies such as: Diplomas in Building, Building Surveying, Architectural Drafting.

Employment in areas such as: Building Project Manager, Architect, Town Planner, Landscape Architect, Building Surveyor.

Food/Hospitality

Guidelines for choosing a study program

For students seeking to enter the Hospitality Industry Food Technology is an important VCE subject in this field. This is often complemented with subjects such as Business Management and Health and Human development.

For students more interested in the scientific study of food such as in the area of Food Science, Food Technology or Nutrition, subjects such as Chemistry, Biology, Health and Human Development become very important as preparation for these careers.

This pathway can lead to:

University studies such as Hospitality, Food Technology, Food Science, Catering and Hotel Management, Nutrition.

TAFE studies such as Hospitality Management Studies, Event Management, Kitchen Operations.

Employment in areas such as: Hotel Management, Nutritionist, Food Technologist, Food Scientist, Catering, Hospitality/ Food Service, Event Management.

Journalism/Media/Public Relations

Guidelines for choosing a study program

For careers relating to Journalism and Public Relations it is best to choose a broad range of subjects that will help to develop your written and oral skills together with improving your general knowledge of the world. Subjects such as Literature, Language, History, Geography and Legal Studies are excellent subjects in this regard.

Media Arts and Film Production courses often require a folio, so students should look at choosing a VCE Studio Arts course in this field.

This pathway can lead to:

University studies such as Degrees in Journalism, Media and Communications, Professional Writing, Public Relations, Media Arts and Media Studies.

TAFE studies such as Diplomas in Professional Writing, Screen Production, Public Relations, Advertising.

Employment in areas such as: Public Relations Officer, Journalist, Media Liaison Officer, Writer, Copywriter, Film Director.

Humanities

Guidelines for choosing a study program

Most Humanities courses do not require prerequisite VCE subjects so students can choose broadly within the humanities subjects in this handbook. Programs could also include LOTE units and English units such as Literature and Language. Such courses can easily be complemented with subjects outside the Humanities such as Mathematics, Sciences and Business units. This pathway can lead to: journalism/ media/public relations.

This pathway can lead to:

University studies such as Bachelor Degrees in Arts, Law, Education, Social Sciences.

TAFE studies such as Associate Diploma and Certificate courses in Liberal Arts, Community Services, Childcare, Welfare Studies, Criminal Justice, Law Enforcement Studies.

Employment in areas such as: Teacher, Public Servant, Social Researcher, Legal Professional, Communications Office

Sport and Recreation

Guidelines for choosing a study program

For students interested in pursuing University courses in this field Physical Education and Biology are important subjects to choose in a VCE program. Health and Human Development, Business Management and Psychology are subjects that complement a program in this pathway very well.

This pathway can lead to:

University studies such as Degrees in Exercise Science, Human Movement, Sports Management, Physical Education, Outdoor Education.

TAFE studies such as Diplomas and Advanced Certificates in Fitness, Sport and Recreation.

Employment in areas such as: Personal Trainer, Coach, Sports Club Manager, Exercise Physiologist, Sports Development Officer, Recreation Officer, Physical Education Teacher, Sports Manager/ Event Manager.

Psychology/Community and Health Services

Guidelines for choosing a study program

Prerequisite subjects for Psychology may depend upon whether it is studied as part of an Arts course or a Science (Behavioural) course. Apart from Psychology it is important that Mathematics is chosen as part of your VCE program with studies in Biology being an advantage for some psychology courses.

Students aiming at the community and health services pathway will often choose Health and Human Development in combination with Psychology.

For those interested in Nursing the study of Mathematics and Biology is essential (at least in Year 11) and Chemistry, although not a prerequisite, may be an advantage when dealing with the science aspects of a nursing course.

This pathway can lead to:

University studies such as Bachelor Degree in Teaching, Nursing, Paramedics, Social Work, Psychology, Midwifery, Speech Pathology, Occupational Therapy, and various other Health Sciences.

TAFE studies such as Diplomas, Associate Diplomas, Advanced Certificates in Nursing, Youth Work, Welfare Studies, Community Work, Children's Services.

Employment in areas such as: Nurse, Childcare Worker, Youth Worker, Teacher, Paramedic, Social Worker, Counsellor, Clinical Psychologist, Occupational Therapist, Speech Pathologist

Science – Biological and Medical

Guidelines for choosing a study program

Chemistry and Biology are obviously extremely important subjects when preparing for this pathway. Apart from Science prerequisites some, but not all, courses require Mathematical Methods. Students are encouraged to choose at least one elective subject outside of the Mathematics /Science area if possible.

Students interested in Medical Imaging/Radiography should also choose Physics.

This pathway can lead to:

University studies such as a Bachelor Degree in Biological Science, Behavioural Science, Health Science, Biotechnology, Medical Laboratory Science, Medicine, Dentistry, Pharmacy, Physiotherapy, Biomedical Science, Pharmaceutical Sciences, Biomedical Engineering.

TAFE studies such as Associate Diplomas and Certificate Courses in Applied Science, Technology, Biotechnology, Pathology, Laboratory Sciences.

Employment in areas such as: Doctor, Biomedical Scientist., Physiotherapist, Medical Radiation Therapist, Dietician, Chiropractor, Osteopath, optometrist, Biomedical Engineer.

Science – Physical

Guidelines for choosing a study program

Mathematical Methods is a prerequisite to enter many of these courses but not all. The study of Specialist Mathematics in Year 12 can be of an advantage in some streams of science but is not required as a prerequisite.

Students are recommended to consider Chemistry and Physics as part of their VCE program.

Students choosing this pathway are encouraged to take at least one elective unit outside of the Mathematics/ Science block if possible.

This pathway can lead to:

University studies such as Degrees in Science, Chemical Science, Applied Physics, Pharmaceutical Science, Engineering, Agricultural Science, Environmental Science.

TAFE studies such as Diplomas in Laboratory Science, Engineering.

Employment in areas such as: Laboratory Professional, Research Scientist, Industrial Chemist, Physicist, Science Teacher, Engineer, Environmental Engineer/Mining Engineer, Agricultural Scientist.

Performing Arts

Guidelines for choosing a study program

Tertiary courses in this field may require the development of a folio or an audition as part of the selection process. Students interested in pursuing a Performing Arts pathway need to choose from subjects such as Music (VET), Dance or Drama. Literature and media are subjects that fit in with many careers in the performing arts. Business Management is also a subject that could complement many of the career paths in performing arts. Many tertiary institutions require an interview as part of the entry process, so it is strongly advised that students wishing to pursue the performing arts maintain their interests outside of the College in areas such as amateur theatre, music and dance lessons etc

This pathway can lead to:

University studies such as Dance, Drama, Film and Television, Media Studies, Performing Arts, Creative Arts Industries, Theatre Studies.

TAFE studies such as Diplomas and Certificates in Music Industry Studies, Music Performance, Screen/script writing, Costume Design, Acting.

Employment in areas such as: Arts Administrator, Choreographer, Professional Musician, Sound or Studio Engineer, Film Director, Screen Writer, Costume or Set Designer, Actor.

PATHWAY – SENIOR SECONDARY CERTIFICATE VOCATIONAL MAJOR

What is the VCE Vocational Major?

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

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The VCE Vocational Major (VM) at Mount St. Joseph Girls' College is offered and accredited to the senior level. The course is full time. The timetable is structured to enable students to satisfy the Industry Specific strand through their VET training and related employment off campus. Students undertake VET training through a TAFE or Registered Training Organisation for School Based Apprenticeships and Traineeships.

The VCE Vocational Major (VM) is a hands-on option for Years 11 and 12 students. The VCE VM gives students practical work-related experience, as well as literacy and numeracy skills and the development of personal skills that are important for life and work.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

What I Need to Know:

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

What do I get after successfully VCE VM?

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

What Do I Study?

VCE VM Literacy or VCE English units

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

VCE VM Numeracy or VCE Mathematics units

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

VCE VM Work Related Skills units

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

VCE VM Personal Development Skills units

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

What must I do to be awarded a VCE VM Certificate?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Will the VCE VM get me ready to enter a trade?

Once you have completed your VCE VM, you will have knowledge and skills that are a useful preparation for a trade or industry certificate. The knowledge and skills you have learnt in VCE VM may also count towards a traineeship or apprenticeship. Many students include a School Based Apprenticeship or Traineeship as part of their VCE VM.

Assessment

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the title of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major title, will be awarded the VCE.

TAFE institutions and other Registered Training Organisations for successful completion of VET or Further Education curriculum will provide additional Statements of Attainment or certificates.

Australian School Based Apprenticeships (ASBA)

The Australian School Based Apprenticeships (ASBA) for Secondary School Students Program involves the student undertaking their VCE and normally a VCE VM program as well as being employed and trained. This program can be undertaken in a variety of work placements, e.g., office administration, sport and recreation, hospitality, community services and retail.

Students are employed 1 day per week and must complete the required allocated work modules related to their individual programs. Australian School Based Apprenticeships generally provide the same contribution to the VCE as their related VET in the VCE Program.

VCE VM and the General Achievement Test

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard. The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The GAT will provide specific information on each student's key skills for life beyond school.

PLANNING YOUR PATHWAY

When planning your pathway; you need to consider the following:

1. What you are good at, the tasks you do well and excel at
2. The tasks and activities you enjoy doing
3. The pre-requisites needed for the career path you are considering
4. Consider units that complement each other, e.g.: Physics and Mathematics; Food Technology and Hospitality.

Spend some time reading about the units, talk to staff and students who are involved in the area, and ask lots of questions about the units at the Course Selection Assembly and Information Night.

UNDERTAKING ACCELERATED STUDIES IN YEAR 11

Acceleration in the VCE

Acceleration in the VCE refers to students undertaking a VCE study a year earlier than normal. **Taking a Unit 3 and 4 Study in Year 11 is only an option for students who have demonstrated strong academic ability across all their subjects.**

Students wishing to apply to undertake a Units 3 and 4 study in Year 11 must carefully consider their current and past academic strengths and weaknesses. Undertaking a VCE study early requires commitment not only to this study but also all studies undertaken. Students in Year 11 who are undertaking a Unit 3 and 4 sequence must ensure that their Unit 1 and 2 studies are not neglected. These foundation studies are essential for a successful Year 12. Such a decision should not be taken lightly. **It is important to note that successful completion of a Unit 3 and 4 sequence in Year 11 is not acceptable grounds for a student to request fewer studies in Year 12.**

The following Accelerated Studies are available to Year 11 VCE students in 2023:

Accelerated Studies available to Year 11 students

- Business Management Units 3 and 4
- Food and Technology Units 3 and 4
- Health and Human Development Units 3 and 4
- Computing Units 3 and 4
- Legal Studies Units 3 and 4
- Psychology Units 3 and 4
- Religion and Society Units 3 and 4

The Selection Criteria:

The following criteria will be used to assess an application for an Accelerated Study:

- Consistently high level of commitment and persistent effort across a range of subject areas (B+ grades or higher in all assessment tasks).
- Demonstrated ability to write clear, coherent, well-structured responses.
- Demonstrated ability to analyse and synthesise information.
- Demonstrated ability to work in a mature and co-operative manner.
- Able to cope with the demands of the accelerated study.
- Demonstrated ability to work independently, complete work reliably and submit punctually.
- Demonstrated ability to evaluate own learning and willingness to seek teacher assistance when appropriate.
- No intended period of extended absence for family travel, which could impact on the 90% attendance requirement required for satisfactory completion.

The Application Process

- The student completes the ‘Application for Acceleration in the VCE’.
- The application is submitted with the Course Selection Form.
- Applications are considered by the relevant Learning Domain Leader. Subject teachers will provide advice to the Domain Leader on request. Other information, such as NAPLAN data and Career wise data, will be reviewed in this process.

NOTE: The Pathways Selection Program is aligned with the College reporting system. Where students have not achieved B+ grades or higher in all assessment tasks, the Program will not enable them to select the accelerated option.

VCE STUDIES AVAILABLE

VCE Units 1 & 2	
Accounting	Music VCE/VET
Applied Computing	Outdoor & Environmental Studies
Australian and Global Politics	Physical Education
Biology	Physics
Business Management	Product Design and Technology
Chemistry	Psychology
Drama	Religion and Society
English	Religion in Art
English Language	Religion in Film
English as a Second Language or Dialect	Religion in Music
Food Studies	Religion in Architecture
Foundation Mathematics	Religion in Design & Textiles
French	Religious Ministry
Geography	Religion - Retreat in Daily Life
General Mathematics	Specialist Mathematics
Health & Human Development	Studio Arts
History - Modern History	Texts & Traditions
Italian	Visual Communication Design
Japanese	VCE VM Literacy

Legal Studies	VCE VM Numeracy
Literature	VCE VM Personal Development
Mathematical Methods	VCE VM Work Related Skills
Media	
VCE Units 3 / 4	
Accounting	Legal Studies
Biology	Literature
Applied Computing - Data Analytics	Mathematical Methods
Applied Computing – Software Development	Media
Business Management	Music VCE/VET
Chemistry	Outdoor & Environmental Studies
Drama	Physical Education
English	Physics
English Language	Product Design and Technology
English as a Second Language or Dialect	Psychology
Food Studies	Religion and Society
French	Studio Art making & exhibiting
Maths	Specialist Mathematics
Geography	Texts & Traditions
Global Politics	VCE VM Literacy
Health & Human Development	VCE VM Numeracy
History Revolutions	VCE VM Personal Development
Italian	VCE VM Work Related Skills
Japanese	Visual Communication Design

RELIGIOUS EDUCATION

At the end of Years 10 and 11 students will be offered 2 religious education streams. Choosing one stream for Year 11 does not commit that student to completing that stream in Year 12. Students will be offered the option to switch from one stream to the other at the end of Year 11. However, if students plan to study Units 3 & 4 Religion & Society or Texts & Traditions in Year 12 it is recommended, although not mandatory, they study Units 1 & 2 in Year 11.

Stream 1

Year 11 VCE

In Year 11 students may choose the following VCE subjects at one unit per semester:

- a. Religion & Society Units 1 & 2
- b. Texts & Traditions Units 1 & 2
- c. Religion & Society Units 3 & 4 (with approval)

Stream 2

Alternatively, student may choose the following VCE subject at one unit for the school year:

- d. Religion and Ethics (Religion & Society Unit 2)

Stream 1

Year 12 VCE

In Year 12 students may choose the following VCE subjects at one unit per semester:

- a. Religion & Society Units 3 & 4
- b. Texts & Traditions Units 3 & 4

Stream 2

Alternatively, they may choose the following VCE subjects at one unit for the school year:

- c. Religion and Ethics (Religion & Society Unit 2)
- d. Experiential Religion

A description of the VCE Units on offer is as follows:

Religion & Society

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In VCE Religion and Society, religion is defined as a

community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

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

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term ‘religion’ refers, and acknowledge religion’s contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Religion & Society Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Religion & Society Unit 3: The Search for Meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

Religion & Society Unit 4: Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Religion and Society for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Texts & Traditions

Texts & Traditions Unit 1: Texts in Traditions

In this unit students examine the place of texts and their literary forms within a religious tradition. Storytelling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

Texts & Traditions Unit 2: Texts in Society

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Texts & Traditions Unit 3: Texts and the Early Tradition

In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events.

Texts & Traditions Unit 4: Texts and their Teachings

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Text and Traditions for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Experiential Stream (School-based RE)

The Experiential Stream offers 8 modules of faith and spirituality experiences, with 4 modules of 6-7 weeks being completed in one school year. If a student undertakes the Experiential Stream in both years 11 and 12, they will complete 4 modules in one year and the other 4 in the second year, meaning across Years 11 & 12 they would encounter 8 different ways of experiencing faith & spirituality. Each module will provide a combination of theory and practice. Attendance and participation in the modules are compulsory requirements for successful completion.

Once students select the experiential stream (school based RE) they do not need to make any further selections.

The types of modules potentially on offer for the experiential stream include:

Religion in Art

Students will explore the rich heritage of Christian teaching that takes place through art and will use the medium of art to develop and express their own religious and spiritual beliefs.

Religion in Music

Students will explore the interplay between religion and music through both classic and contemporary expression, in liturgical and mainstream music. A wide array of historical and cultural musical genres will be explored.

Religious Ministry

Students will participate in social justice projects and explore the principles of Catholic Social Teaching underpinning these programs. As an expression of Faith in Action students will participate in College social justice projects and liturgies running concurrently during their module.

Religion in Film

Students will explore the fascination of the film industry with religious concepts and in particular, the character of Jesus. This module will explore the portrayal of key biblical figures in notable films as well as religious themes including redemption, evil and suffering, the role of women, and the interplay of religion with societal constructs.

Religion in Architecture

As a dominant force in history particularly through the Middle Ages, students will explore the strong influence religion had on significant architecture and key architectural figures including Antoni Gaudi and Christopher Wren. Students will consider how religious belief was given expression in notable places of worship across the world.

Religion in Design & Textiles

This subject provides students the opportunity to consider the important role design and textiles play in creating sacred space and religious dress. This module provides an ideal opportunity to explore different faith traditions and the way they dress to convey the interplay between religion and culture.

Retreat in Daily Life

Students will be immersed in a rich retreat experience involving input, meditation, contemplation, journaling and conversation. This module offers tools for students to continue with a reflective prayer life beyond their schooling.

ENGLISH

- English
- EALD - English as an Additional Language or Dialect
- English Language
- Literature

The English Requirement

Taking an English study is compulsory, and students must satisfactorily complete a minimum 3 units of study from the core group of English studies (see table below). Two of these studies must be Units 3 and 4 level.

Choosing your English Study

Your options are:

- You can study English in Year 11 and English in Year 12

Or

- Literature in Year 11 and either Literature or English in Year 12
NB: Unit 3 & 4 subjects must be taken as a sequence.

English/English as an Additional Language or Dialect (EALD)

Description

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1, Outcome 1: Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider

the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Unit 1, Outcome 2: Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Unit 2: Outcome 1: Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Unit 2: Outcome 2: Exploring Argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation

Changes to Unit 3 & 4 English Study Design will be implemented in 2024.

Unit 3: Outcome 1: Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand

and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Unit 3: Outcome 2: Creating Texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Unit 4: Outcome 1: Reading and responding to texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Unit 4: Outcome 2: Analysing Argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE English for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

English Language

Description

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion

Unit 1: Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

Unit 3: Language Variation and Social Purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the

purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Unit 4: Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society, and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE English Language for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Literature

Description

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

Unit 1: Outcome 1: Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Unit 1: Outcome 2: Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2: Outcome 1: Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Unit 2: Outcome 2: The text in its context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Unit 3: Outcome 1: Adaptations and transformations

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

Unit 3: Outcome 2: Developing Interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Unit 4: Outcome 1: Creative responses to texts

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

Unit 4: Outcome 2: Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Literature for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

LANGUAGES

- French
- Italian
- Japanese

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

This study enables students to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which language is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

The study of Language develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand Language also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Language speaking communities in Australia and internationally in a variety of endeavours. A knowledge of Language, in conjunction with other skills, can provide employment opportunities in areas such as banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

French

Unit 1

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes listed on page 11.

Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French.

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

Percentage contributions to the study score in VCE French for Units 3 and 4 are as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Examinations: Oral component & Written component	50%

Italian

Unit 1

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus

on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian.

Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

Percentage contributions to the study score in VCE Italian for Units 3 and 4 are as follows:

Unit 3 school-assessed coursework:	25%
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Unit 4 school-assessed coursework:	25%
Examinations: Oral component & Written component	50%

Japanese

Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

Percentage contributions to the study score in VCE Japanese for Units 3 and 4 are as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Examinations: Oral component & Written component	50%

HEALTH & PHYSICAL EDUCATION

- Health and Human Development
- Physical Education

Health and Human Development

Description

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

Unit 1: Understanding health and wellbeing

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

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a

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

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE HHD for Units 3 and 4 are as follows:

Unit 3 School Assessed Coursework:	25%
Unit 4 School Assessed Coursework:	25%
End of year examination:	50%

Physical Education

Description

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to

examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

Unit 3: Movement skills and energy for physical activity

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

Unit 4: Training to improve performance

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

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE PE for Units 3 and 4 are as follows:

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

End of year examination: 50%

Outdoor and Environmental Studies

Description

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs.

Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments.

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Areas of Study:

1. Motivations for outdoor experiences
2. Influences on outdoor experiences

Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Areas of Study:

1. Investigating outdoor environments
2. Impacts on outdoor environments

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Area of study:

1. Historical relationships with outdoor environments
2. Relationships with Australian environments since 1990

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Area of study:

1. Healthy outdoor environments
2. Sustainable outdoor environments

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Outdoor & Environmental Studies for Units 3 and 4 are as follows:

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

End of year examination: 50%

HUMANITIES

- Accounting
- Business Management
- Global Politics
- History Revolutions
- Legal Studies
- Geography

Accounting

Description

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

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading business

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Unit 3: Financial accounting for a trading business

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

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

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

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

Business Management

Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how

to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

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

Unit 4: Transforming a business

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

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Business Management for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Australian and Global Politics

Description

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech.

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2: Global connections

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

Global Politics

Description

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests.

Unit 3: Global Actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Global Politics for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Modern History

Description

History is the practice of understanding and making meaning of the past. The subject provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, alternate perspectives, empathy and significance. History involves two key strands: Historical Knowledge and Understanding and Historical Skills.

Unit 1: Change and Conflict

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

Unit 2: The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety.

History: Revolutions

Description

Unit 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

In developing a course, teachers should select two of the following revolutions, one for Unit 3 and one for Unit 4:

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

For the two selected revolutions, both areas of study must be explored.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE History for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

Legal Studies

Description

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

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

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve

their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Unit 4: The people and the law

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

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Legal Studies for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Geography

Description

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Unit 1: Hazards and disasters

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

Unit 2: Tourism: issues & challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition).

Unit 3: Changing the land

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

Unit 4: Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Geography for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

MATHEMATICS

- Foundation Maths
- General Mathematics
- Mathematical Methods (CAS)
- Specialist Mathematics

Description

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Foundation Mathematics

Unit 1: Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 2: The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Unit 3 & 4: Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies,

work and personal or other familiar situations, and in national and international contexts, events and developments.

General Mathematics

Unit 1:

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Unit 2:

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Unit 3 & 4:

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Mathematical Methods (CAS)

Unit 1 & 2:

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 3 & 4:

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist

of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

Specialist Mathematics

Unit 1:

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an

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

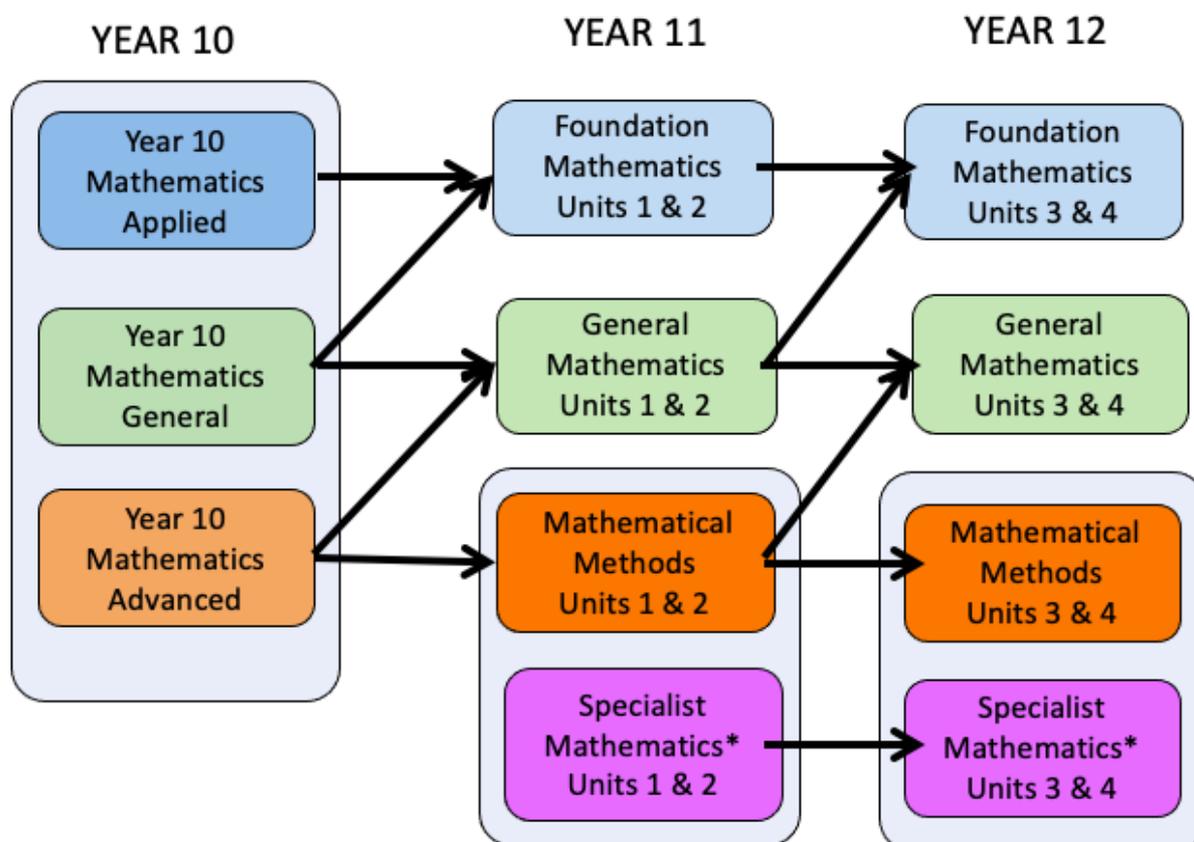
Unit 2:

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

Unit 3 & 4:

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.



** Specialist Mathematics needs to be studied in conjunction with Mathematical Methods*

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Mathematics for Units 3 and 4 are as follows:

Foundation Mathematics

Unit 3 School-assessed Coursework:	40%
Unit 4 School-assessed Coursework:	20%
Units 3 and 4 examination:	40%

General Mathematics

Unit 3 School-assessed Coursework:	24%
Unit 4 School-assessed Coursework:	16%
Units 3 and 4 examination 1:	30%
Units 3 and 4 examination 2:	30%

Mathematical Methods (CAS)

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	20%
Units 3 and 4 examination 1:	20%
Units 3 and 4 examination 2:	40%

Specialist Mathematics

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	20%
Units 3 and 4 examination 1:	20%
Units 3 and 4 examination 2:	40%

SCIENCE

- Biology
- Chemistry
- Physics
- Psychology

Biology

Description

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

Unit 1: How do organisms regulate their functions?

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

Unit 2: How does inheritance impact on diversity?

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

Unit 3: How do cells maintain life?

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

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

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

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Biology for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	30%
End-of-year examination:	50%

Chemistry

Description

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

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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more

sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Assessment:

Units 3 and 4

Percentage contributions to the study score in VCE Chemistry for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	30%
End-of-year examination:	50%

Physics

Description

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

Unit 1: How is energy useful to society?

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational,

magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

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

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

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Physics for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	30%
Unit 4 School-assessed Coursework:	20%
End-of-year examination:	50%

Psychology

Description

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider

stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Psychology for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	30%
End-of-year examination:	50%

TECHNOLOGY

- Computing
- Food Studies
- Product Design and Technology

Computing

Description

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats,

vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the school-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the school-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Unit 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the school-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the school-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Information Technology for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:

10%

Unit 4 School-assessed Coursework: 10%

School Assessed Task: 30%

End-of-year examination: 50%

Food Studies

Description

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how

humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

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

Unit 2: Food makers

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

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

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

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Food and Technology for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	30%
Unit 4 School-assessed Coursework:	30%
End-of-year examination:	40%

Product Design and Technology

Description

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping

existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Unit 2: Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Percentage contributions to the study score in VCE Product Design and Technology are as follows:

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Design and Technology – Textiles for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	12%
Unit 4 School-assessed Coursework:	8%
School-assessed Task:	50%
End-of-year examination:	30%

VISUAL ARTS

- Media
- Art Making & Exhibition
- Visual Communication Design

Students who are considering doing more than one Folio based subject such as Media, Visual Communication Design, Studio Arts, VET Certificate III in Interactive Digital Media and Product Design and Technology (Textiles) must consider the workload that a folio subject entails. Often students who complete more than one folio subject intend entering a Tertiary Course that requires an interview and folio presentation. Students who wish to choose two or more folio-based subjects are advised to seek advice prior to making their subject selection.

Media

Description

Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Selection Advice

Media has a major component of Production Design Plan based assessment.

Assessment

Percentage contributions to the study score in VCE Media for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	10%
Unit 4 School-assessed Coursework:	10%
School-assessed Task:	40%

Art Making and Exhibiting

Description

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Studio Arts for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	5%
Unit 4 School-assessed Coursework:	5%
Unit 3 and 4 School-assessed Task:	60%
End-of-year examination:	30%

Visual Communication Design

Description

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

Selection Advice.

Visual Communication and Design is a folio based VCE subject.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Visual Communication Design for Units 3 and 4 are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 3 & 4 School-assessed Task:	40%
End-of-year examination:	35%

PERFORMING ARTS

- Drama

Drama

Description

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Unit 1: Introducing performance styles

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2: Australian identity

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

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Drama for Units 3 and 4 are as follows:

Units 3 and 4 school-assessed coursework:	40%
End-of-year performance examination:	35%
End-of-year written examination:	25%

VET (VOCATIONAL EDUCATION AND TRAINING)

VET Courses Available to VCE Students (Scored Studies)

Certificate III in Music

This program allows students who are already able to play an instrument or sing to work in a variety of group and solo situations to devise and produce their own performances. There are opportunities to compose as well as to sing or play on your own instruments. Students gain knowledge and skills in varied contexts in the music industry. There is an audition process for entry to this course. Students need to own an instrument (unless singer) and be undertaking regular private music lessons.

Units

- Work effectively in the music industry
- Occupational health & safety
- Compose simple songs or pieces
- Write song lyrics
- Prepare for performances
- Make a music demo
- Assist with sound recordings
- Implement copyright arrangements
- Extend technical skills in performance
- Prepare self for performance
- Develop and practice improvisation
- Apply knowledge of genre to music making
- Develop and maintain stagecraft skills
- Perform music as soloist or in group

Certificate II Workplace Skills (unscored)

This program allows students to obtain the knowledge and skills necessary for entry level business service roles. It assists with those students not currently in the workforce who are developing the necessary skills to obtain employment. They carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of routine tasks using operational skills and fundamental knowledge in a defined context. Students in this program generally work under direct supervision.

Units

- Apply communication skills
- Work effectively in business environments
- Plan and apply time management
- Participate in sustainable work practices

- Contribute to the health and safety of self and others
- Additional elective units at the discretion of trainer and group needs

VET Courses Available to all Students

- Allied Health Assistance
- Animal Studies
- Applied Fashion
- Aviation
- Automotive
- Bricklaying
- Business
- Carpentry
- Civil Construction
- Community Services
- Dance
- Early Childhood Education and Care
- Electrotechnology
- Engineering
- Furniture Making
- Horticulture
- Information, Digital Media and Technology
- Laboratory Skills
- Music Industry (Performance)
- Plumbing (Pre-Apprenticeship)
- Retail Cosmetics
- Screen and Media
- Sport and Recreation
- Visual Arts

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