



Senior School Course Guide 2024



VCE

Victorian Certificate of Education

Students are required to take greater responsibility for their own learning, for their choice of units and to make a mature commitment to study both within and beyond the classroom. Because all course work and study cannot be covered in school hours, there is an expectation that students complete both homework and study out of school hours.

How is VCE structured?

Students study six units per semester at Year 11 and five units per semester at Year 12. Most people undertake Unit 1 and 2 at Year 11, and complete Unit 3 and 4 at Year 12.

To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include:

- three units from the English group (with at least one at Unit 3 and one at Unit 4 level)
- three sequences of Unit 3 and 4 studies (other than English), which can include VCE and VET

The VCE Year

VCE begins with Headstart 2022 and students complete homework over the summer holidays. The program ends in the following October for Year 12.

What is important to know about VCE?

This qualification

- involves at least two years of continual assessment
- ensures that every student has to meet the same assessment requirements
- uses both external and internal school assessed tasks to gauge learning



Brad Carroll
Senior School Leader
brad.carroll@mcm.vic.edu.au

ATAR

Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank, not a score. It is designed specifically to assist some tertiary institutions to select applicants for some courses. The ATAR is only one tool used for selection into tertiary courses and not all courses use the ATAR.

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is an overall percentile rank reflecting a student's Year 12 achievement compared to the rest of the group in a given year. The ATAR allows tertiary institutions to competitively rank students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions for admission into some tertiary courses.

The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. A student with an ATAR of 75.00 has achieved VCE results above 75 percent of the Year 12 group.

What the ATAR is not

The ATAR is not a reflection of you as a person, and there is no pass or fail ATAR. Everyone who receives an ATAR has passed the VCE. The ATAR is simply a rank that is used by institutions for some of their courses. In most cases the ATAR is only one of many criteria and factors considered as part of the selection process.

How to qualify for an ATAR

To qualify for an ATAR through VTAC a student must:

- qualify for the VCE, and
- achieve study scores in at least four permissible Unit 3 and 4 VCE studies, including one from the English group.



Student Expectations

Your senior years in education are important. They bring an increase in workload, responsibility, freedom and the need for self-discipline. We expect a mature commitment. We expect you will seriously apply yourself to your studies and continue to **GROW**.

We expect **Generosity** and full participation in activities, always looking for ways to help others succeed.

We expect **Respect** for the mission of the school, **Respect** for self and others in engaging in the learning process and **Respect** for College life

We expect you to take **Ownership** of your learning.

And most importantly be **Wholehearted** in the manner in which you approach the final years of your schooling at Marian College.

We expect you to participate fully in our Religious Education program which is an important part of our College. Developing a strong sense of Christian community, helping students, their families and our staff develop their faith and a respect for, and commitment to, Gospel values is central to who we are.

Choosing your Units

During Term 3, you will take part in processes to help you decide the units you will study next year.

You and your family will be invited to a Course Information Session to begin the process. From there, you are encouraged to talk to staff from each Learning Area to find out more about the units on offer, and to check any prerequisite study requirements for tertiary studies or trades with Mr Guinane as Pathways Leader.

Each student will select their preferred subjects after an interview with a member of the Learning and Teaching Team.



Michael Guinane
Pathways Leader
michael.guinane@mcm.vic.edu.au

Religious Education

The key learning area in Catholic schools is Religious Education, which aims to promote and foster a personal relationship with Jesus Christ, through assisting students to experience and become familiar with the Gospels and with the lived faith tradition of the Catholic community, in the context of contemporary Australian and global society. The curriculum also aims to expand a student's spiritual awareness and religious identity through the development of such key skills as discernment, critical thinking, meaning making, and search for the truth.

Year 11: Religion and Ethics

We reflect on what is 'right' and 'wrong' and 'good' and 'bad' when applied to human decision-making. We examine personal decision-making practices and how some of the major religious traditions of our world have sought to develop the ethical lives of people. We complete in-depth studies into numerous ethical issues and analyse the various perspectives that people have on these issues.

Assessment

- Structured questions
- Essay
- Case studies

Year 12: Called to Action

Religious Education aims to help students appreciate the importance of religion in their lives. It includes a 3-day retreat and other liturgical and prayer experiences. It explores what the religious perspective has to offer to an understanding of a wide range of current social and life-centered issues. We focus on change and development in beliefs as a response to contemporary challenges from within the Catholic tradition and from wider society.

Assessment

- Written reports
- Oral presentations
- Extended responses

What sort of student would like Religious Education?

Someone who is interested in understanding how beliefs express meaning in life for individuals and communities. It is a great way to explore many of the 'big life questions' as well as key people and events that have shaped religious belief systems throughout the world.



ENGLISH

English

English

UNIT 1

Reading and Exploring Texts

You will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. You will read and explore one set text that presents and reflects a particular human experience and respond analytically.

Crafting Texts

You will demonstrate an understanding of effective and cohesive writing through the crafting of your own texts designed for a specific context and audience to achieve a particular purpose. You will read and engage imaginatively and critically with various model texts such as short stories, speeches, monologues, essays, podcasts, poetry, articles, memoirs and biographies. You will then use these mentor texts as inspiration for crafting your own writing.

UNIT 2

Reading and Exploring Texts

You will be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning of a different set text from that selected in Unit 1.

Exploring Argument

You will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and construct a point of view text for oral presentation.

What does this mean for me?

You read and analyse texts and complete written responses. You creatively write in a range of formats and styles, drawing on various texts. We examine media texts and the ways in which authors persuade readers to share a particular point of view. You read texts closely and critically analyse the ideas and content. We also compare the ways in which similar ideas are conveyed differently depending on the mode through which they are presented.

UNIT 3

Reading and Responding to Texts

You will apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters.

Creating Texts

You will read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.



English

UNIT 4

Reading and responding to texts

You further sharpen your skills of reading and viewing texts, developed in the corresponding area of study in Unit 3.

Analysing argument

You will analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

What does this mean for me?

We build on the skills and knowledge that are developed in Units 1 and 2. You also compare the way two selected texts present ideas, issues and themes.

Assessment

- Text essays
- Creative writing
- Oral presentations
- Expository writing
- Comparative Writing
- End of Semester Exams (Unit 1 and 2)
- External Exam (Unit 3 / 4)

What sort of student would like English?

Someone who

- enjoys reading, responding in writing and discussing ideas
- is interested in examining current affairs and the role the media plays in our society
- likes to work with ideas, to think creatively and write extended responses

Suggested Prerequisites

Year 10 English

A large, light blue background graphic consisting of a dollar sign inside a circle, which is part of a larger, stylized architectural or structural frame. A dark blue horizontal bar is overlaid across the middle of this graphic.

BUSINESS AND ECONOMICS

Accounting
Business Management
Legal Studies



Accounting

UNIT 1: The Role of Accounting in Business

We explore the establishment of a business and the role of accounting in the determination of business success or failure. We consider the importance of accounting information to stakeholders. You record financial data and prepare reports for service businesses owned by sole proprietors. We analyse, interpret and evaluate the performance of the business using financial and non-financial information. You use these evaluations to make recommendations regarding the suitability of a business as an investment.

What does this mean for me?

You learn everyday life skills for personal and business use, including with the recording and reporting methods.

Student Project - make, cost, calculate break even points and desired profit margins for a product

UNIT 2: Accounting and Decision Making for a Trading Business

We extend your knowledge of the accounting process for sole proprietors operating a trading business. Our focus is on inventory, accounts receivable, accounts payable and non-current assets. You analyse and evaluate these areas to suggest strategies to improve business performance. We use manual processes and ICT, (including spreadsheets), to prepare historical and budgeted accounting reports. You consider relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

What does this mean for me?

You look at buying and selling stock, managing cash flows, managing assets and budgeting.

UNIT 3: Financial Accounting for a Trading Business

We focus on a trading business owned by a sole proprietor, and the role of accounting as an information system. You 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. We develop your understanding of the accounting processes for recording and reporting, and consider the effect of decisions made on the performance of the business. You interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

What does this mean for me?

You are introduced to double entry accounting used by businesses world-wide and fine tune your analysis skills.

Accounting

UNIT 4: Recording, Reporting, Budgeting and Decision Making

We extend your understanding of the recording and reporting process. We introduce balance day adjustments and alternative depreciation methods, and both manual methods and ICT. You investigate both the role and importance of budgeting in decision-making for a business. You analyse and interpret accounting reports and graphical representations to evaluate the performance of a business, and suggest strategies to improve performance.

What does this mean for me?

Skills learnt in Unit 1 to 3 are developed and extended. Skills and knowledge learnt in Unit 3 and 4 are very similar to those covered in first year Commerce and Business degrees and is thus invaluable if you are considering one of these courses. Through all units (where appropriate), the ethical considerations faced by business owners when making decisions (including financial, social and environmental), will be explored.

Assessment

- Case studies, portfolio reports, tests, and exam
- Case studies, portfolio reports, tests and external exam

What sort of student would like Accounting?

Someone who

- is looking to study Business, Commerce, Finance or management related courses
- is considering a trade or has an interest in going into business for themselves

Suggested Pre-requisites

Unit 1 and 2 Accounting form the basis of Unit 3 and 4 and, so are highly recommended.



Business Management

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.

Business Management

Assessment

- Case study analysis
- Short answer questions
- Research tasks
- Topic tests
- Semester exams (Unit 1 and 2)
- End of year external exam (Unit 3 and 4)

What sort of student would like Business Management?

Someone who:

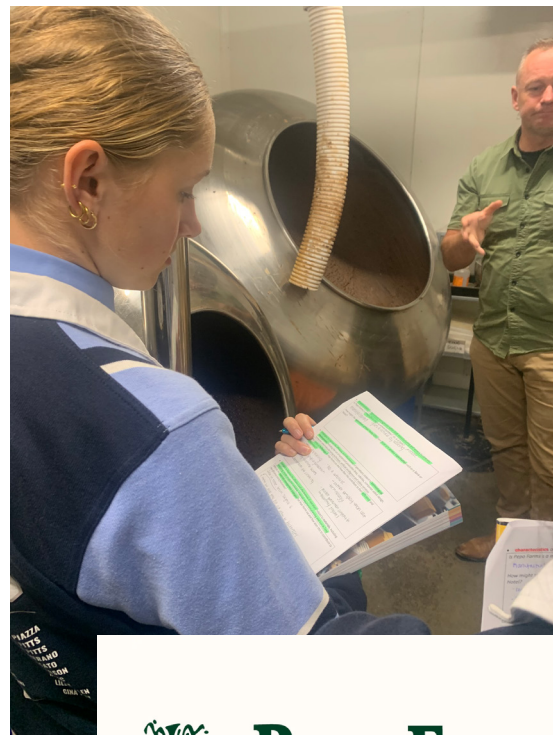
- wishes to pursue a tertiary course in Business, Commerce, Economics or Accounting
- is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business

Suggested Pre-requisites

There are no prerequisites, however, Unit 1 and 2 offer useful background knowledge for Unit 3 and 4.



Unit 3 Business Management Excursion
to Pepo Farms



Pepo Farms



Legal Studies

UNIT 1: The Presumption of Innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

What does this mean for me?

You develop an understanding of legal foundations, such as the different types and sources of law. You learn about the principles of justice and how sanctions imposed on offenders are designed to meet another of aims. We look at recent cases and apply our learning to those cases.

UNIT 2: Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.

What does this mean for me?

You will learn about civil law and how it applies to real and hypothetical situations. We will find out what Human Rights are and investigate one human rights issue in Australia.

Assessment

- Topic tests
- Structured assignments
- Portfolio of course work
- End of semester exam

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. We examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

What does this mean for me?

We consider the Magistrate's Court, County Court and Supreme Court within the Victorian court hierarchy. We also look at other Victorian legal institutions and bodies available to assist with cases. You explore matters such as 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 ability of sanctions and remedies to achieve their purposes. We investigate the extent to which principles of justice are upheld in the justice system. You discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. We apply legal reasoning and information to actual and/or hypothetical scenarios.

Legal Studies

UNIT 4: The People and the Law

The study of Australia's law 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.

What does this mean for me?

You 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 lawmaking. We develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. You investigate parliament and the courts, and the relationship between the two in lawmaking, and consider the roles of the individual, the media and law reform bodies in influencing law reform. We apply legal reasoning and information to actual scenarios.

Assessment

- Internal school assessed coursework – portfolios, case studies and written tests
- External exam comprising short answer and extended response questions

What sort of student would like Legal Studies?

If you want to know and understand more about how our society operates then you should choose Legal Studies. It is for someone who is interested in

- understanding concepts of equality and justice
- developing their knowledge of basic legal rights and obligations
- evaluating the processes used in Australia to control activities and change the law
- current affairs, following and understanding significant court cases
- understanding more about how our society operates and enjoys class discussion

Other Considerations

There are no prerequisites for entry to Unit 1, 2 and 3. You must undertake Unit 3 and 4 as a sequence.

Legal Studies is of interest in its own right and enhances learning skills in many areas. It is definitely not just for those seeking a career in law or criminology. It provides opportunity to develop skills and knowledge that can be applied in many aspects of our lives. There are many courses and occupations that include units based on Legal Studies (commerce, business administration, nursing, computer courses, and the federal or state police forces).



HEALTH AND PHYSICAL EDUCATION

Health & Human Development
Physical Education
Outdoor and Environmental Studies

Health & Human Development

UNIT 1: Understanding Health and Wellbeing

You consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. We look at measurable indicators of population health, and at data reflecting the health status of Australians. You investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating.

There is a focus on the health and wellbeing of Australia's youth, and you conduct independent research into a selected area of interest. You identify major health inequalities among Australia's youth and reflect on the causes.

What does this mean for me?

You explain multiple dimensions of health and wellbeing used to evaluate the variations in health status of youth and identify key areas for improving youth health and wellbeing. You apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

UNIT 2: Managing Health and Development

We investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. We 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. You enquire into the Australian healthcare system and extend your capacity to access and analyse health information. Our class considers the challenges and opportunities presented by digital media and health technologies and considers issues surrounding the use of health data and access to quality health care.

What does this mean for me?

You explain developmental changes in the transition from youth to adulthood. You describe how to access Australia's health system and how it promotes health and wellbeing in your local community.

UNIT 3: Australia's Health in a Globalised World

We explore health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, it is not isolated from the rest of the world. You inquire into the World Health Organisation's (WHO's) prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Our class understands the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia. We examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. You investigate the Australian health system and its role in promoting health and wellbeing.



Health & Human Development

What does this mean for me?

You should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. You explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

UNIT 4: Health and Human Development in a Global Context

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

We look at the rationale, objectives and interdependencies of the UN's Sustainable Development Goals, focusing on their promotion of health and wellbeing and human development. You investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

What does this mean for me?

You analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. You review the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

Assessment

- Course work
- Research assignments (Unit 1 and 2)
- Outcome tests
- SACs
- End of semester exam

What sort of student would like Health and Human Development?

Someone who:

- has an interest in how humans change over their lifespan and wants to explore the varying factors that influence our health and development and that of different people
- wants to learn more about what is being done globally to improve the health of the human race is interested in health promotion and world issues

Suggested Prerequisites

There are no prerequisites however, completing any Year 10 Health or PE unit can be useful.

Physical Education

UNIT 1: The Human Body in Motion

We explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. You investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Using a contemporary approach, we evaluate social, cultural and environmental influences on movement. We consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. You also recommend and implement strategies to minimise the risk of illness or injury to each system.

What does this mean for me?

You participate in a variety of practical activities to explain how the musculoskeletal, respiratory & cardiovascular system functions works. You evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

UNIT 2: Physical Activity, Sport and Society

We develop your understanding of physical activity, sport and society from a participatory perspective. You are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in your own health and wellbeing as well as in other people's lives in different population groups. We 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. You investigate individual and population-based consequences of physical inactivity and sedentary behaviour. We study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

What does this mean for me?

You collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. You apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

UNIT 3: Movement Skills and Energy for Physical Activity

We introduce you to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. You 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. We investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, we investigate the characteristics of each system and the interplay of the systems during physical activity. You explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.



Physical Education

What does this mean for me?

You collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles. You use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

UNIT 4: Training to Improve Performance

We 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. We consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. You participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

What does this mean for me?

You use data from an activity analysis and determine the fitness requirements of a selected physical activity. You participate in a series of fitness tests and design a suitable training program using relevant training principles and methods from a practical and theoretical perspective.

Assessment

- Course work
- Research assignments
- Outcome tests
- End of semester exam
- SACs

What sort of student would like Physical Education?

Someone who:

- is active and enjoys physical activity
- wants to learn about the body systems
- has an interest in factors that influence physical activity
- wishes to develop and undertake a training program
- is interested in studying health and/or medical sciences

Suggested Prerequisites

There are no prerequisites.

Outdoor and Environmental Studies

UNIT 1: Connections with Outdoor Environments

Our class examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

UNIT 3: Relationships with Outdoor Environments

Our focus is the ecological, historical and social contexts of relationships between humans and the outdoors in Australia. Case studies of impacts are examined in the context of the changing nature of human relationships with outdoor environments in Australia. We also examine the dynamic nature of relationships between humans and their environment.

You are involved in one or more experiences in outdoor environments, including areas where there is evidence of human interaction. Through these practical experiences you have the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills. Field trips include a two day experience through the local region examining effects of different population groups on the environment.

Field trips are vital components of the unit as they are directly related to SAC tasks.

UNIT 4: Sustainable Outdoor Relationships

We explore the sustainable use and management of outdoor environments. You 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 the outdoors to support the future needs of the Australian population.

Classroom learning and a field trip focus on current practices and sustainable use by all user groups. The role of society in developing sustainable use practices and processes to regulate use of outdoor environments is studied.

There is one field trip involved



Outdoor and Environmental Studies

Assessment

- Course work
- Research assignments
- Field trip reports and journals
- Outcome tests and SACs
- End of semester exam

What sort of student would like Outdoor and Environmental Studies?

Someone who:

- is interested in outdoor activities
- has a desire to learn from practical experiences
- has an awareness of environmental issues
- likes to contribute to improvements in the outdoor environments we visit
- can work independently and use information from a number of sources to complete learning tasks

Suggested Prerequisites

There are no prerequisites however, students are strongly encouraged to have completed Units 1&2 Outdoor Education in Year 10, to complete Units 3&4 Outdoor Education in Year 11.

Other Considerations

A levy applies to offset some of the cost of the field trips. The levy for 2024 is set at the end of 2023. Estimate course cost is \$300 per year.



MATHEMATICS

General Mathematics
Mathematical Methods
Specialist Mathematics

Combinations of Mathematics Units

Units 1 and 2	Units 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and Mathematical Methods
Mathematical Methods	Mathematical Methods and Specialist Mathematics*
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics

*For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.



General Mathematics

UNITS 1 & 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 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

What sort of student would like Units 1 and 2 General Mathematics?

Someone who would like to continue with Mathematics with the option of studying General Mathematics Units 3 and 4 in Year 12.

It is suitable for those students who require a mathematics unit for tertiary study but not to the level of Mathematical Methods. It is also apt for someone not looking to go on to tertiary education, but may require Mathematics at Year 11 level to undertake a particular pathway.

What does this mean for me?

You need to enjoy Mathematics. You must have a Ti-nspire CAS calculator for the satisfactory completion of the units.

Assessment

- Topic tests
- Assignments
- Modelling/problem solving tasks
- Homework tasks
- End of semester exams

Prerequisites

Year 10 Mathematics.

General Mathematics

UNITS 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.

The CAS calculator is essential for all students undertaking General Further Mathematics.

What does this mean for me?

General Mathematics Units 3 and 4 is not the 'easy option'. You need to apply yourself and complete all set tasks. You apply your skills with the aid of a CAS calculator. You compile a Theory Reference Book, which is used in both end of year exams.

What sort of student would like General Mathematics?

Someone who is interested in mathematics and who wishes to undertake further study for which Mathematics is a prerequisite. Many university courses use the data analysis concepts.

Assessment

- Course work
 - Application task - a guided investigation
 - Three modelling or problem solving tasks
 - Two end of year exams.
 - Exam 1 consists of multiple choice questions
 - Exam 2 comprises written response questions.
- Calculators and the bound reference book are allowed in each exam

Prerequisites

Units 1 and 2 General Mathematics or Units 1 and 2 Mathematical Methods.



Mathematical Methods

UNITS 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. You need to have a Ti-nspire CAS calculator to facilitate your learning and help solve problems.

What sort of student would like Mathematical Methods Units 1 and 2?

Someone who has a strong interest in mathematics and enjoys the challenge that an analysis question can provide. To successfully complete Mathematical Methods Units 1 and 2, you must be a strong mathematics student, enjoy mathematics and have a good work ethic. The typical Methods Units 1 and 2 student completes three to four hours per week of mathematics homework.

Assessment

- Topic tests
- Application tasks
- Modelling tasks
- Mathematical Investigation
- Technology inclusive exams
- Technology exclusive exams

Prerequisites

Completion of Year 10 Advanced Maths, with a good understanding of all concepts. If you have completed Year 10 Mathematics instead of Year 10 Advanced Mathematics, it is strongly recommended you consult with your Year 10 Mathematics teacher.

UNITS 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.

What does this mean for me?

You apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of the Ti-nspire calculator, as applicable. The use of the Ti-nspire calculator is incorporated throughout the unit. You apply your skills in application problems to model real life situations.

Mathematical Methods

What sort of student would like Mathematical Methods Units 3 and 4?

Someone who enjoys mathematics and will subsequently study or work in areas where having these skills will be an advantage, or someone who wishes to undertake further study in mathematics and its related disciplines. Mathematical Methods can lead students into engineering, sciences, economics, commerce and business. It is a prerequisite for university entrance in some areas.

It is designed to promote awareness of the importance of mathematics in everyday life in a technological society and to promote confidence in making effective use of mathematical ideas, techniques and processes.

Assessment

- Coursework
- One technology inclusive exam
- One technology exclusive exam
- One application task of 4-6 hours over 1-2 weeks (Unit 3)
- Three modelling / problem solving tasks, each of 2-3 hours over 1 week (Unit 4)
- Two end of year exams:
 - Exam 1 consists of short answer and some extended response questions; No technology (calculators or software) or notes.
 - Exam 2 comprises multiple choice and extended response questions. Calculators and a bound reference book are permitted.

Prerequisites

Mathematical Methods Unit 1 and 2.



Specialist Mathematics

UNITS 1 & 2

These units provide an excellent preparation for Mathematical Methods Units 3 and 4, particularly for those students who feel they will benefit from an **extra unit of mathematics** before proceeding to the next level of mathematics. You need to have a CAS Ti-nspire calculator to facilitate learning and help to solve problems.

These units are also the suggested prerequisite for the study of Specialist Mathematics Unit 3 and 4.

What does this mean for me?

You study a wide range of mathematical areas: 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Units include Algebra, Proof and Number, Graph Theory, Logic and Algorithms, Discrete Mathematics, Simulation, sampling and sampling distributions, Kinematics, Statistics, Calculus, Trigonometry, Complex Numbers, Graphs of Linear and Non-Linear Functions.

What sort of student would like Specialist Mathematics Units 1 and 2?

Someone who really loves and has a strong aptitude for mathematics, and someone who wishes to undertake additional mathematical studies. This unit requires you to apply yourself consistently and complete all set tasks. Mathematics homework is required after each lesson. It is essential that you keep up to date with the set work expected for all units.

These units are very beneficial to the study of Mathematical Methods when studied concurrently with Methods Unit 1 and 2 or Methods Unit 3 and 4.

Assessment (each semester)

- Topic tests
- Assignments
- Completion of chapter exercises
- Mathematical Investigation
- Technology inclusive exam
- Technology exclusive exam

Suggested Prerequisites

Year 10 Advanced Mathematics with a strong understanding of all concepts. Consultation with your Year 10 Mathematics teacher is advised.

Specialist Mathematics

UNITS 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'.

These units involve many different areas of Mathematics including some familiar ones such as Geometry, Algebra, Trigonometry, Coordinate Geometry, Statistics and Calculus and Complex Numbers. Specialist Mathematics also includes some applied areas of Mathematics such as vectors in two and three dimensions, kinematics and mechanics.

What does this mean for me?

You are expected to be able to apply mathematical techniques and processes to the following areas:

- rational, real and complex arithmetic, algebraic manipulation
- diagrams and geometric constructions
- equation solving
- graph sketching
- differentiation and integration

You need to apply these mathematical skills both with and without the use of technology. You also apply your 'by hand' skills and use technology to solve problems in routine and unfamiliar contexts.

Assessment

- course work
- two modelling or problem solving tasks
- one application task
- technology inclusive exam
- technology exclusive exam

What sort of student would like Specialist Mathematics Units 3 and 4?

Someone who has a strong interest in mathematics and who wishes to undertake further study in its related disciplines. Those considering careers in engineering should consider Specialist Mathematics even though it is not an essential prerequisite for many universities.

Suggested Prerequisites

You need to have completed (or be concurrently studying) Mathematical Methods Unit 3 and 4. It is highly recommended that those wishing to study Specialist Mathematics should complete Specialist Mathematics Unit 1 and 2 in Year 11.



Science

Biology

Chemistry

Physics

Psychology

Biology

In VCE Biology, students will seek to understand and explore the nature of life, past and present. This subject investigates the processes that support life, survival and continuity, both at a cellular level and that of the whole organism. Students will also explore the relationships between organisms and their environment. They will be introduced to current research methods and explore the ethical considerations that new discoveries bring.

UNIT 1: How Do Organisms Regulate Their Functions?

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. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. A student-directed research investigation into a contemporary ethical issue

UNIT 3: How do cells maintain life?

You will investigate cells at a molecular level. We explore how substances move across the plasma membrane and the nature of nucleic acids, genes and proteins. You will learn about how genes can be 'switched on' and 'switched off'. We study important biochemical pathways within cells, the action of enzymes and the factors that affect the rate of biochemical reactions. We will examine our immune system's response to infection and understand how we develop immunity.

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

You will investigate some of the changes and challenges that have occurred on Earth over time. You will understand how genetic changes and natural selection can lead to the evolution of new species. We will explore the scientific evidence for evolution and the biological changes in humans and other organisms over time. We will study a variety of different techniques used by scientists to manipulate and study DNA. You will examine the social and ethical implications of this research on our society.



Biology

Assessment

- Course work
- Topic tests
- SACs
- Investigation of an issue
- Practical investigations
- Extended practical investigation (scientific poster)
- End of semester exam

What sort of student would like Biology?

Someone who:

- Has an interest in learning about the human body and other living organisms.
- Wants to understand how life works at a cellular level to ensure our survival.
- Would like to know more about current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Environmental Science or Exercise-related fields.

Suggested Prerequisites

It is highly recommended that students who are interested in undertaking Biology Units 3&4 take Units 1&2. Student investigations in Unit 3 draw on content from Units 1&2.

Chemistry

UNIT 1: How Can The Diversity Of Materials Be Explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit you will investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. You are introduced to ways that chemical quantities are measured. You 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 you will analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. You will explore applications of acid-base and redox reactions in society. You will 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. You 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 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 you 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. You study the metabolism of food and the action of medicines in the body. You 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.

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes and reactions 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.



Chemistry

Assessment

- Course work
- Range of assessment tasks that may include: topic tests, a media analysis, practical reports, analysis and evaluation of primary or secondary data.
- Practical Investigations (Logbook)
- Extended Research Investigation
- Extended Practical Investigation
- Unit 1 Exam - end of Semester One
- Unit 2 Exam - end of Semester Two
- Unit 3 / 4 Exam - end of year

What sort of student would like Chemistry?

Someone who:

- Wants to explore different chemical reactions and how energy is consumed and produced.
- Has an interest in learning about the substances found on Earth, including organic compounds, metals and radioactive isotopes.
- Would like to explore how nanoparticles, batteries and polymers are used in our society.
- Is wanting to investigate ways of producing new chemical compounds to make them as efficient and environmentally friendly as possible.
- Is interested in learning more about carbohydrates, lipids, proteins and vitamins and how they are metabolised in the human body.
- Would like to know more about the techniques used in current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable using their mathematical skills in science.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering.

Advice to students

There may be opportunities to conduct experimental investigations at external laboratories – there may be an additional cost for these excursions. It is highly recommended that students who are interested in undertaking Chemistry Units 3&4 take Units 1&2. Much of the key knowledge developed through Units 1&2 is required in Units 3&4.

Physics

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

UNIT 1: How Is Energy Useful To Society?

In this unit you will 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. You will 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 you will explore the power of experiments in developing models and theories. You will investigate a variety of phenomena by making your own observations and generating questions, which in turn lead to experiments. You will 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.

UNIT 3: How Do Fields Explain Motion And Electricity?

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

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.



Physics

UNIT 4: How Have Creative Ideas And Investigation Evolutionised Thinking In Physics?

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

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.

In this unit, you explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. You examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. You are challenged to think beyond how you experience the physical world of your everyday lives to thinking from a new perspective, as you imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. You are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Assessment

- Assignments
- Course work
- Topic Tests
- Practical Investigations (Logbook)
- Research Investigation
- Extended practical investigation
- Summary report of selected practical work
- Unit tests
- Unit 1 Exam - end of Semester One
- Unit 2 Exam - end of Semester Two
- End of year exam

Physics

What sort of student would like Physics?

Someone who:

- enjoys understanding theories and applying these to different situations
- has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes
- wishes to understand the very nature of all matter of the universe
- has a strong grasp of Mathematics
- Has an interest in understanding the link between motion, force and power.
- Enjoys a mixture of experimental work and study.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering and a range of other scientific fields.

Other Considerations

Students may be required to undertake fieldwork in Melbourne to apply their understanding of concepts learnt in class. It is highly recommended that students who are interested in undertaking Physics Units 3&4 take Units 1&2.



Psychology

VCE Psychology enables students to explore how people think, feel and behave through scientific study. This subject explores the connection between the brain and behaviour, looking at the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, and mental health.

UNIT 1: How Are Behaviour And Mental Processes Shaped?

We will investigate the structure and function of the human brain and the role it plays in the overall functioning of the human nervous system. You will explore brain plasticity and the influence that brain damage may have. You will examine the nature of psychological development, including situations where psychological development may not occur as expected. Students will study the contribution of past and present studies to our understanding of the human brain.

UNIT 2: How Do External Factors Influence Behaviour And Mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. You will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. We will explore a variety of factors and contexts that can influence the behaviour of an individual and groups. We will examine how research has improved our understanding of how we behave in these situations.

UNIT 3: How Does Experience Affect Behaviour And Mental Processes?

In this unit you 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.

You investigate how the human nervous system enables a person to interact with the world around them. You 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.

You investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. You consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Psychology

UNIT 4: How Is Mental Wellbeing Supported And Maintained?

In this unit you will explore the demand for sleep and the influences of sleep on mental wellbeing. You 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. You 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.

You consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. You will explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. You explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

What sort of student would like Psychology?

Someone who:

- Has an interest in understanding the ways in which humans behave, learn and interact with each other.
- Enjoys learning about the brain.
- Is interested in using research evidence to understand human behaviour.
- Is comfortable learning new vocabulary and concepts.
- Has solid writing skills and an interest in using the scientific method to conduct research.
- Is interested in further study in the following fields: Health, Science or Medical Science, Education, Social Work.

Assessment

- Course work
- Topic Tests
- Student-directed research investigation
- Student-directed practical investigation
- End of semester exam (Unit 1 & 2)
- End of year exam (Unit 3 & 4)

Advice to students

It is highly recommended that students who are interested in undertaking Psychology Units 3&4 take Units 1&2. Students must undertake Unit 3 prior to undertaking Unit 4.



HUMANITIES

History

Modern History

UNIT 1: Change and Conflict

- Area of Study 1: Ideology and Conflict
- Area of Study 2: Social and Cultural Change

What does this mean for me?

You explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. 'Ideology and Conflict' has a political focus and allows for the exploration of the consequences of the peace treaties that ended WWI, the impact of new and changing ideologies on nations and the events and decisions that led to the start of WWII. 'Social and Cultural Change' focuses on social life and cultural expression and their relation to the technological, political and economic changes of the period. This will include looking at how life changed for women, the treatment of people of colour in the USA and immigration restrictions in Australia.

UNIT 2: The Changing World Order

- Area of Study 1: Causes, course and consequences of the Cold War
- Area of Study 2: Challenge and change

What does this mean for me?

You look at the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. You explore the causes of the Cold War and the competing ideologies, discovering how other nations were used by the USA and USSR. You consider how traditional values, ideas and political systems were challenged, with the option to explore terrorist groups, regional conflicts or social and political movements of the late 20th century.

Assessment

- Historical inquiry
- Primary source analyses
- Historical interpretations analyses
- Essay response
- Mid Year internal exam
- End of year internal exam

Suggested prerequisites

There are no prerequisites.



Revolutions

Revolutions are major turning points in society. In Units 3 and 4, we investigate the significant causes and consequences of two political revolutions. We evaluate how revolutionary outbreaks are caused by significant events, ideas, individuals and popular movements. We analyse the consequences of these revolutions and evaluate the extent to which it brought change to society.

UNIT 3: Russian Revolution 1896 – 1917

You learn about the Last Tsar of Russia and societal divides that existed, including the huge divide in wealth between the very poor and the very rich. You investigate the rise of revolutionary ideas like Marxism. You study a range of conflicts and the various takeovers of the Russian government. You explore the effects on the Russian people such as the starvation, torture and death, experienced at the hands of Lenin and the Cheka, and the impact, or lack thereof, on the people as a result of the Russian Revolution.

UNIT 4: French Revolution 1774 – 1789

You learn about Louis XVI and Marie Antoinette and the rising grievances of French society at this time. You analyse how changes, such as the Enlightenment and a move to scientific thought, led to people revolting and creating political and societal change. You explore how keeping control during a revolution can easily get out of hand and lead to a rise in terror, death and irrational thinking before calm is restored, if in fact it is.

Assessment

- Historical inquiry
- Primary source analyses
- Historical interpretations analyses
- Essay response
- End of year external exam

Suggested prerequisites

There are no prerequisites, but high level literacy and English skills are of great benefit. The completion of Units 1 & 2 History is preferable.

The background features a large, light blue graphic of a globe with a speech bubble outline. Inside the speech bubble, the Chinese character "文" (Wen) is visible. A dark blue horizontal bar is positioned across the middle of the page, containing the word "LANGUAGES" in white capital letters.

LANGUAGES

Italian



Italian

UNITS 1 & 2

You have common areas of study which are based on five learning areas:

- Three prescribed themes: The Individual, The Italian Speaking Communities and The World Around Us
- A variety of text types: article, journal entry, email, report, speech
- A variety of writing styles: personal, informative, imaginative, persuasive and evaluative
- Vocabulary
- Grammar

UNITS 3 & 4

As for Units 1 & 2, you will continue to have common areas of study which are based on five learning areas:

- Three prescribed themes: The Individual, The Italian Speaking Communities and The World Around Us
- A variety of text types: article, journal entry, email, report, speech
- A variety of writing styles: personal, informative, imaginative, persuasive and evaluative
- Vocabulary
- Grammar

What does this mean for me?

Italian is a great example of a subject where your interest and commitment truly pay dividends. Not only will you learn to speak a second language and learn about another culture, you will gain highly valued skills that you can use for life. Studying a language other than English contributes to the overall education of the individual, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy. If you are good at languages and are interested in being a truly global citizen, you should seriously consider completing a language subject as part of your VCE. An extra consideration are the extra bonus points studying a language add to your VCE ATAR score.

Career Pathways in Language

Languages complement all areas of studies at tertiary level:

- Humanities, Sciences, Medicine, Engineering, Commerce, the Arts, Computing/ICT and Vocational studies.

Languages are also particularly useful in careers related to:

- Education, Law, Business, Journalism, Tourism, Hospitality, Politics, Policing, the Arts, the Military and Media. Language learning could open an opportunity to study and work abroad.

Italian

Assessment

Assessment is based on the four language skills of speaking, listening, reading and writing and on the Outcomes specified in the VCE Italian Study Design.

Units 1&2

- Internal assessments
- Mid-year and end of year exams

Unit 3&4

- Trial/Mock exams
- School Assessed Course Work (SACs)
- End of year external exams (Written and Oral)

Requirements

Year 10 Italian for Units 1 and 2

Units 1 and 2 Italian for Units 3 and 4 Italian

Consultation with the language teacher is required for special consideration of students who have background in the language and have not completed the subject in the previous year.



VISUAL ARTS

Art Making and Exhibiting
Visual Communication Design

Art Making and Exhibiting

UNIT 1: Explore, Expand and Investigate

You will explore materials, techniques and processes in a range of art forms, leading to the development of one finished artwork. You will be required to record and document art making in the Visual Arts journal using written and visual material. You will be required to present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist, by means of promoting an exhibition.

Assessment

- Visual Arts Journal
- Completed artworks
- Information for an exhibition

UNIT 2: Understand, Develop and Resolve

You will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. You will broaden your investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. The planning and development of at least one finished artwork are documented in your Visual Arts journal.

Assessment

- Thematic exhibition of six artworks
- Experimental artworks and documentation
- Finished artworks

UNIT 3: Collect, Extend and Connect

You will actively engage in art making using materials, techniques and processes. You will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. You will also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form you work with are fundamental to the artworks that you will make.

UNIT 4: Consolidate, Present and Conserve

You will make connections to the artworks that you make in Unit 3, consolidating and extending your ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in your Visual Arts journal, demonstrating your developing technical skills in a specific art form as well as your refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. You will also reflect on your selected finished artworks and evaluate the materials, techniques and processes used to make them.

Art Making and Exhibiting

Assessment

- Research and plan an exhibition of artworks of 3 artists (Unit 3)
- Case Study presentation (Unit 4)
- Visual Arts Journal (Unit 4)
- Presentation of completed artworks (Unit 4)
- Make at least one finished artwork in a specific art form (Unit 4)
- External Exam (Units 3 and 4)

What sort of student would like Art Making and Exhibiting?

Someone who enjoys visual arts, photography and design.

Suggested Prerequisites

There are no prerequisites. To undertake Unit 3 and 4, it is preferable to have completed Unit 1 and 2.

Other considerations

Students may be required to purchase some of their own materials.



'Mountain Aftermath' by Frankie Carroll.
Their piece can be seen on display in the
School Office.

Visual Communication Design

UNIT 1: Introduction to Visual Communication Design

You produce a folio of drawings, including practice drawings from observation, development drawings using a range of visualisation methods and the communication of ideas through drawing. You include drawings related to the use of the design process. We analyse and implement presentation drawings to effectively communicate information. Our class reflects, in a written report, on the implications of social, and historical influences on contemporary design.

UNIT 2: Applications of Visual Communication Design

You create a folio of drawings that relate to environmental or industrial design. You practice technical drawing skills. We focus on type and imagery and the importance of both in the production of designs particularly graphic design. You utilise the design process in developing your ideas.

Assessment

- Folio of drawings and design work
- Final presentations
- A written report
- End of semester exam

UNIT 3: Visual Communication Design Practices

In this unit you gain an understanding of the process designers employ to structure your 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. You 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.



Visual Communication Design

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 your brief and generated ideas in Unit 3, you continue the design process by developing and refining concepts for each communication need stated in the brief. You utilise a range of digital and manual two- and three-dimensional methods, media and materials. You investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As you revisit stages to undertake further research or idea generation when developing and presenting their design solutions, you develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Assessment

- Analysis and evaluation reports
- Industry study reports
- Pitch at the conclusion of folio work
- Folio work
- Exam

What sort of student would like Visual Communication Design?

Someone who enjoys designing, drawing, problem solving and working on their own folios, computer graphics and designing on the computers.

Suggested Prerequisites

Any Year 10 Visual Communication Design unit would be useful but not essential. Some knowledge and interest in using Adobe Photoshop and Illustrator is strongly advised

Other Considerations

Visual Communication Design is a useful pathway for students wanting a career in any type of design.

A stylized, light blue face with a wide smile and a pair of glasses, serving as a background for the text.

PERFORMING ARTS

Drama



Drama

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.

Assessment

- Script development, creation and documentation
- Ensemble and solo performances
- Professional performance viewing and written analysis

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.

Assessment

- Script development, creation and documentation
- Ensemble performance
- Professional performance viewing and written analysis

UNIT 4: 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.

Drama

Assessment

- Create and present a short solo performance and evaluate the processes used
- Describe, analyse and evaluate the creation, development and presentation of a prescribed solo performance

What sort of student would like Drama?

Someone who likes to create characters, enjoys workshop processes, feels comfortable with research and writing/scripting work. You will enjoy this unit if you wish to enhance your performance and expressive skills.

Suggested Pre-requisites

Preferably Middle School Drama/Performance or Theatre Studies.

Other Considerations

You need to be committed to attending performances outside class time, including excursions. Drama does not always involve preparation and analysis that is spread evenly throughout the unit! There will be times leading to a performance that requires a commitment to extra hours.





TECHNOLOGIES

Product Design and Technology

Product Design and Technology

UNIT 1: Sustainable Product Redevelopment

Students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option. Students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

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.

UNITS 3 & 4: Applying The Product Design Process/Product Development And Evaluation

In these units 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. Students engage with end-user/s to gain feedback throughout the process of production. Students also make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

Assessment

- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- A finished product and records of production and modifications.
- Units 3 and 4 are also assessed by an end-of-year examination.

What sort of student would like Product and Design Technology?

Someone who enjoys designing, drawing, problem solving and working on their own design projects. Every design project must be developed with an accompanying design folio culminating in the creation of their own product using technological skills progressed through working with timber and / or metal.

Suggested Prerequisites

Completion of Middle School Wood/Metal Technology is desirable.



VCE VM/VET

***VCE Vocational Major
VET Hospitality***

VCE Vocational Major

VCE VM - Victorian Certificate of Education (Vocational Major)

The VCE Vocational Major (VCE 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 purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

What sort of student would like VCE VM?

Someone who

- Wants to move on to the workforce, or apprenticeship, or TAFE after completing school
- Enjoys hands on, practical and applied learning
- Is a team player
- Likes to solve problems
- Is adaptable
- Enjoys developing life and work skills
- Has a growth mindset to develop their current skills

How is VCE VM structured?

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)
- a minimum of three other Unit 3–4 sequences
- Students can also include other VCE studies and VET

Assessment

- The VCE VM studies are standards-based. Assessments are school-based and assessed through a range of learning activities and tasks
- No external assessments of VCE VM Unit 3–4 sequences
- VCE VM studies do not receive a study score
- VCE VM studies do not contribute to the ATAR
- 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.



Work Related Skills

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

This study is made up of four units.

UNIT 1: Careers And Learning For The Future

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

UNIT 2: Workplace Skills And Capabilities

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

UNIT 3: Industrial Relations, Workplace Environment And Practice

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

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

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

UNIT 4: Portfolio Preparation And Presentation

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

Professional Development Skills

VCE Vocational Major Personal Development Skills (PDS) focuses on health, wellbeing, community engagement and social sciences. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

This study is made up of four units.

UNIT 1: Healthy Individuals

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

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

UNIT 2: Connecting with Community

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

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

UNIT 3: Leadership and Teamwork

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

UNIT 4: Community Project

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



Hospitality

SIT20416 Certificate II in Kitchen Operations

This is a two year course. If studied as a VCE unit, it can be one of your primary five units.

UNIT 1 & 2

You expand your knowledge of the hospitality industry. Hygiene, health and safety are covered. You develop knife and cooking skills and prepare a range of foods. You study the basic methods of cooking and prepare a variety of dishes using these methods.

UNIT 3 & 4

You continue to develop knowledge and skills. We focus on cooking and extending the range of dishes you can prepare. Units include

- Prepare appetisers and salads
- Prepare poultry dishes
- Prepare stocks sauces and soups

What does this mean for me?

Unit 1 and 2

You learn professional cooking skills and develop your ability to cook a variety of foods. You gain experience in hospitality, catering and cooking a variety of foods working at school based functions.

Unit 3 and 4

As you gain more experience and develop your skills you will create more complex dishes to industry standards.

Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs) and external end of year examination in second year of the course

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

Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

Hospitality

What sort of student would like Hospitality?

Someone who is interested in

- cooking
- employment in the hospitality industry
- gaining an apprenticeship in the hospitality industry

Pre-requisites

Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.

This program is delivered through an auspice partnership with a Registered Training Organisation.as the Registered Training Organisation TOID 4603.

