



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

# **VCE / VCAL / VET HANDBOOK**

Curriculum Overview

# CONTENTS

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## Table of Contents

<b>PLANNING YOUR PATHWAY IN THE SENIOR YEARS</b> .....	<b>3</b>
<b>TIMELINE</b> .....	<b>4</b>
<b>KEY PERSONNEL</b> .....	<b>5</b>
<b>PATHWAYS AT MSJ</b> .....	<b>7</b>
<b>PATHWAY – VCE</b> .....	<b>8</b>
<b>SAMPLE PROGRAMS</b> .....	<b>10</b>
<i>Art and Design – Fine Arts/Design/Ceramics</i> .....	10
<i>Business</i> .....	10
<i>Engineering</i> .....	11
<i>Architecture, Urban planning and Building</i> .....	11
<i>Food/Hospitality</i> .....	12
<i>Journalism/Media/Public Relations</i> .....	12
<i>Humanities</i> .....	12
<i>Sport and Recreation</i> .....	13
<i>Psychology/Community and Health Services</i> .....	13
<i>Science – Biological and Medical</i> .....	13
<i>Science – Physical</i> .....	14
<i>Performing Arts</i> .....	14
<b>PATHWAY – VCAL</b> .....	<b>15</b>
<b>PLANNING YOUR PATHWAY</b> .....	<b>18</b>
<b>UNDERTAKING ACCELERATED STUDIES IN YEAR 11</b> .....	<b>19</b>
<b>VCE STUDIES AVAILABLE</b> .....	<b>21</b>
<b>RELIGIOUS EDUCATION</b> .....	<b>23</b>
<i>Religion &amp; Society</i> .....	24
<i>Texts &amp; Traditions</i> .....	25
<i>Religion in Art</i> .....	26
<i>Religion in Music</i> .....	26
<i>Religious Ministry</i> .....	27
<i>Religious Education Ethics</i> .....	27
<i>Religious and Philosophy</i> .....	27
<b>ENGLISH</b> .....	<b>28</b>
<i>English/English as an Additional Language or Dialect (EALD)</i> .....	28
<i>Literature</i> .....	29
<b>LOTE</b> .....	<b>31</b>
<i>French</i> .....	31
<i>Italian</i> .....	32
<i>Japanese</i> .....	33
<b>HEALTH &amp; PHYSICAL EDUCATION</b> .....	<b>34</b>
<i>Health and Human Development</i> .....	34
<i>Description</i> .....	34
<i>Outdoor and Environmental Studies</i> .....	37
<b>HUMANITIES</b> .....	<b>39</b>

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<i>Accounting</i> .....	39
<i>Description</i> .....	39
<i>Business Management</i> .....	40
<i>Australian and Global Politics</i> .....	42
<i>Twentieth Century History</i> .....	43
<i>History: Revolutions</i> .....	44
<i>Legal Studies</i> .....	45
<i>Geography</i> .....	46
<b>MATHEMATICS</b> .....	<b>47</b>
<i>General Mathematics Units 1 and 2</i> .....	47
<i>Further Mathematics Units 3 and 4</i> .....	47
<i>Mathematical Methods (CAS) Units 1 and 2</i> .....	48
<i>Mathematical Methods (CAS) Units 3 and 4</i> .....	48
<i>Specialist Mathematics Units 1 and 2</i> .....	48
<i>Specialist Mathematics Units 3 and 4</i> .....	48
<b>SCIENCE</b> .....	<b>50</b>
<i>Biology</i> .....	50
<i>Chemistry</i> .....	52
<i>Physics</i> .....	53
<i>Psychology</i> .....	55
<b>TECHNOLOGY</b> .....	<b>57</b>
<i>Computing</i> .....	57
<i>Food Studies</i> .....	59
<i>Product Design and Technology</i> .....	61
<b>VISUAL ARTS</b> .....	<b>63</b>
<i>Media</i> .....	63
<i>Studio Arts</i> .....	65
<i>Visual Communication and Design</i> .....	66
<b>PERFORMING ARTS</b> .....	<b>68</b>
<i>Drama</i> .....	68
<b>VET (VOCATIONAL EDUCATION AND TRAINING)</b> .....	<b>70</b>
<i>VET Courses Available to VCE Students (Scored Studies)</i> .....	70
<i>Certificate III in Music</i> .....	70
<i>Certificate III in Laboratory Skills</i> .....	70
<i>VET Courses Available to VCAL Students</i> .....	71

# VCE / VCAL / VET HANDBOOK

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## PLANNING YOUR PATHWAY IN THE SENIOR YEARS

Next year you will be commencing the final two years of your secondary schooling. You will be completing either VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning). You may also be studying a VET (Vocational Education and Training) subject.

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

We have prepared this booklet to help you to plan your two-year study program and to answer some of the questions about the VCE and VCAL. Please make sure that you read the information carefully and ask questions about anything you do not understand. It is important that you and your parents attend the Information Evening on July 26. You will be provided with information about the programs that are available at Mount St. Joseph Girls' College and how you will be guided through the subject selection and pathways planning process. Domain Leaders, VCE and VCAL subject teachers and Year 11 and 12 students will be available to answer any questions you have about the different pathways and the various studies that are offered.

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

**Mrs Joanna De Bono**

**Deputy Principal – Learning and Staff**

### TIMELINE

In order to complete your course selection for 2020, it is important that you work through the following process.

You need to:

- Think about your abilities, interests and academic achievements in various subjects.
- Read this 2020 VCE/VET/VCAL Course Selection Handbook (also posted on the intranet under Course Selection Online icon). The booklet includes an overview of the VCE and VCAL Program and description of the subjects to assist you in making choices.
- Consider whether you are best suited to a VCE or VCAL pathway in Year 11 and 12.
- Identify which studies you wish to complete in 2020.
- Complete the Year 11 or Year 12 2020 Course Selection Form. This form will be supplied in an assembly.
- Obtain your on-line course selection password.
- Enter your Course Selection into the Online Course Selection Software on the Intranet for Semesters 1 and 2. Note that you need to click on the icon, and work through the process.
- Print two copies of your selections at the end of the process and ask your parents to sign both copies.
- Submit one signed printout to your Learning Mentor Teacher and keep one for yourself.

Notes:

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

Year 11 students must complete the 2020 Course Selection Form and submit it to your Learning Mentor by **August 16 2019**.

Year 12 students must complete the 2020 Course Selection Form and submit it to your Learning Mentor by **August 16 2019**.

## KEY PERSONNEL

College Leadership	
Principal	Kate Dishon
Deputy Principal – Learning and Staff	Joanna De Bono
Deputy Principal – Student Wellbeing	Steven Mifsud
Director of Catholic Identity	Danielle Fairthorne
Director of Wellbeing	Stacey Bourke
Director of Pedagogy & Innovation	Adam Gonzalez
Domain Leaders	
English	Rebekah Taylor
Mathematics	Anil Krishna
Science	Wendy Hawkins
Humanities	Mitchell Piazza
Performing Arts	Nicholas Tresize
Visual Arts	David Meilak
LOTE	Luisa Ragusa
Health / Physical Education	Cherie Meurant
Faith & RE	Andrea Grant
Technology	Bianca Stafrace
Learning Leader VCE	Molly Coyne
Learning Leader VCAL	Natasha Feore
Learning Leaders	
Learning Leader Year 11 & 12	Terri Curnow
Learning Support Leader	Maree Read
Learning Leader Pathways	Grace Gonzalez
Learning Leader Year 9 & 10	Katherine Anastasi
Learning Leader Year 7 & 8	Courtney Baka
Student Wellbeing Leaders	
Year 10-12 Cameron & Solomon House	Clare Kubacki
Year 10-12 Penola & Kincumber House	Alison Duncan
Year 10-12 Providence & McCormack House	Sarah Thompson
Year 9	Kelly Sexton

Year 8	Jane Sammut
Year 7	Lidia Morlin
Student Support Services	
Counsellor	Susha Vance
Social Worker	Jacinta McMahon

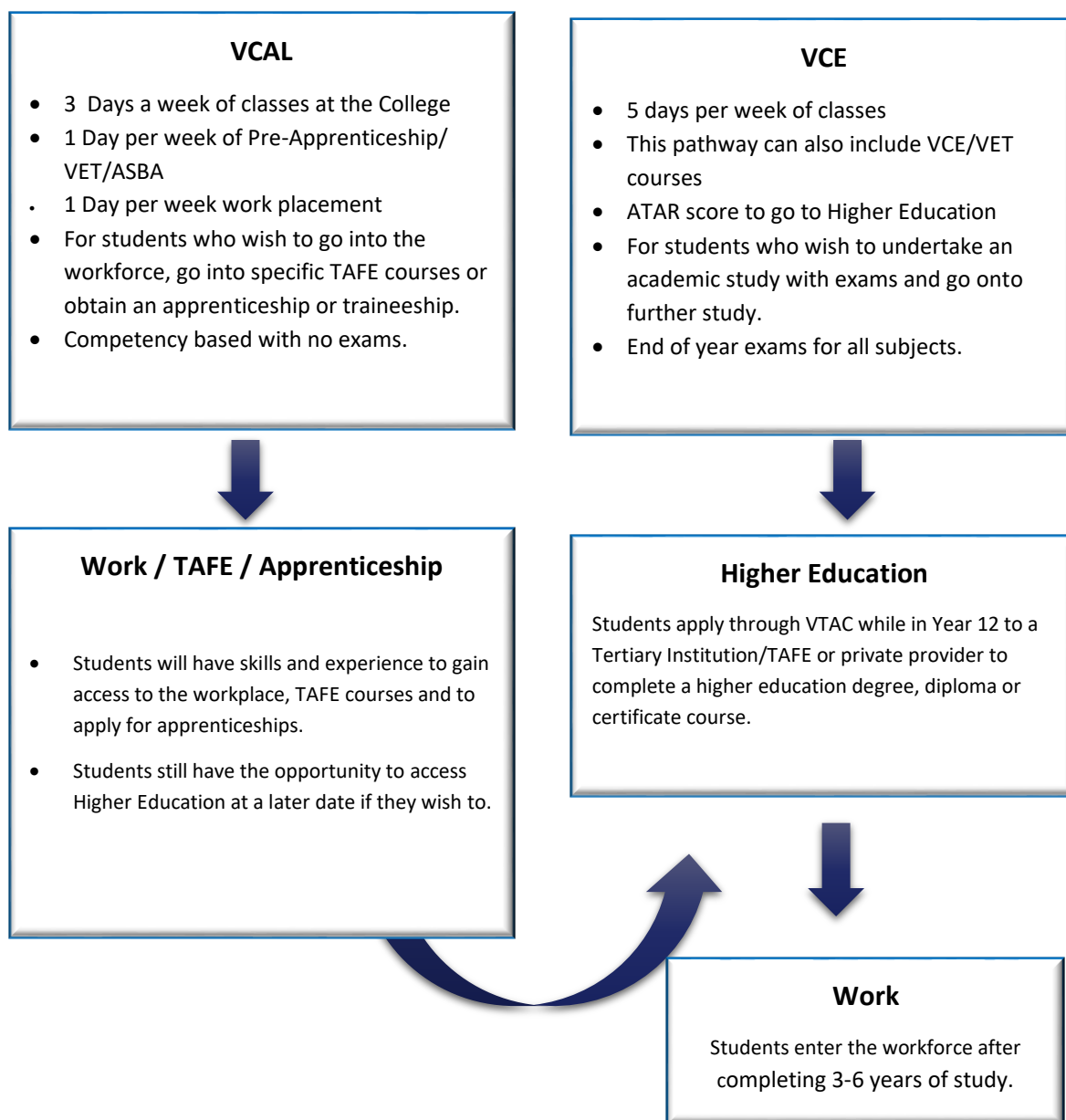


PATHWAYS AT MSJ

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

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

1. Victorian Certificate of Education (VCE)
2. Victorian Certificate of Applied Learning (VCAL)





### PATHWAY – VCE

#### Overview

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

Of the 22 units at MSJ, you must select:

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

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

**2. Religion:**

Religion and Society 1 & 2, Religion and Society 3 & 4, Text and Traditions 1 & 2, Text and Traditions 3 & 4, Religion in Art or Music, & Ministry

#### Year One:

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

#### Year Two:

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

#### Satisfactory completion:

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

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

AND

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

#### Further study:

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

#### Assessment:

The Victorian Certificate of Education (VCE) is a two year certificate, and assessment is spread over Years 11 and 12. Different methods of assessing students and their attainment of specified learning outcomes will give students the

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opportunity to develop and demonstrate a range of skills. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of learning outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

### **Units 1 and 2:**

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

### **Units 3 and 4:**

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

### **Reporting:**

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

### SAMPLE PROGRAMS

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

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

#### Art and Design – Fine Arts/Design/Ceramics

##### Guidelines for choosing a study program

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

This pathway can lead to:

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

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

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

#### Business

##### Guidelines for choosing a study program

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

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

This pathway can lead to:

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

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

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

### Engineering

#### Guidelines for choosing a study program

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

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

This pathway can lead to:

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

TAFE studies such as Diplomas and Advanced Certificates in Engineering.

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

### Architecture, Urban planning and Building

#### Guidelines for choosing a study program

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

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

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

This pathway can lead to:

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

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

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

### Food/Hospitality

#### Guidelines for choosing a study program

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

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

This pathway can lead to:

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

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

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

### Journalism/Media/Public Relations

#### Guidelines for choosing a study program

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

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

#### This pathway can lead to:

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

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

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

### Humanities

#### Guidelines for choosing a study program

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

#### This pathway can lead to:

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

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

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

### Sport and Recreation

#### Guidelines for choosing a study program

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

This pathway can lead to:

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

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

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

### Psychology/Community and Health Services

#### Guidelines for choosing a study program

Prerequisite subjects for Psychology may depend upon whether it is studied as part of an Arts course or a Science (Behavioural) course. Apart from Psychology it is important that Mathematics is chosen as part of your VCE program with studies in Biology being an advantage for some psychology courses. Students aiming at the community and health services pathway will often choose Health and Human Development in combination with Psychology.

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

This pathway can lead to:

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

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

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

### Science – Biological and Medical

#### Guidelines for choosing a study program

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

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

This pathway can lead to:

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

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

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

### Science – Physical

#### Guidelines for choosing a study program

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

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

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

This pathway can lead to:

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

TAFE studies such as Diplomas in Laboratory Science, Engineering.

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

### Performing Arts

#### Guidelines for choosing a study program

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

This pathway can lead to:

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

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

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

### PATHWAY – VCAL

#### **VCAL Design**

The Victorian Certificate of Applied Learning at Mount St. Joseph Girls' College is offered and accredited to the senior level. The course is full time. The timetable is structured to enable VCAL students to satisfy the Industry Specific strand through their VET training and related employment off campus on Wednesdays and Thursdays. Students undertake VET training through a TAFE or Registered Training Organisation for School Based Apprenticeships and Traineeships.

#### **What is the VCAL?**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the development of personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate, which is managed and overseen by the Victorian Curriculum Assessment Authority (VCAA). Pathways open to students who do VCAL are at Technical and Further Education (TAFE) institutes, traineeships and employment.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected for the following four compulsory strands:

1. Literacy and Numeracy Skills
2. Industry Specific Skills
3. Work Related Skills
4. Personal Development Skills.

If you successfully complete your VCAL, you will receive a Certificate and a Statement of Results from VCAA.

#### **What I Need to Know:**

Why would I choose to do the VCAL?

Just like the VCE, the VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also referred to as 'applied learning'. If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE institute.

#### **When can I do the VCAL?**

You can begin your VCAL program in Year 11 or Year 12 of secondary school. The VCAL is also available at TAFE institutes and a number of Adult and Community Education (ACE) centres.

#### **How long will VCAL take me to complete?**

The VCAL has been developed for Years 11 and 12 students and the time it takes varies depending on how your VCAL program is structured. A VCAL Intermediate and Senior certificate will usually take a year each to complete.

#### **What do I get after successfully completing VCAL?**

If you successfully complete your VCAL program you will receive a VCAL certificate at Intermediate and Senior levels, depending on the VCAL level you choose to complete. You will also receive a Statement of Results from the Victorian Curriculum and Assessment Authority (VCAA), listing all completed VCAL, VCE and Vocational Education and Training (VET) units, as well as a Statement of Attainment from the Registered Training Organisation (RTO) for VET or Further Education (FE) training you have completed.



### **What Do I Study?**

With the help of your teacher or careers counsellor, you can develop a VCAL program that suits your particular learning needs and interests. You have the choice of selecting units and modules from each of the following four VCAL strands.

#### **Strand 1 – Literacy and Numeracy Skills**

Your VCAL program must include literacy and numeracy subjects.

#### **Strand 2 – Industry Specific Skills**

Your VCAL program must include industry specific units from VET certificates. You may have the opportunity to undertake various modules or units of competence from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas.

#### **Strand 3 – Work Related Skills**

In order to develop employability skills, VCAL gives you the choice of undertaking a structured workplace learning placement or a School Based Apprenticeship or Traineeship and/or part-time work. You will also study units and modules that will help prepare you for work, e.g. occupational health and safety and job interview skills.

#### **Strand 4 – Personal Development Skills**

As part of your VCAL program you will participate in community-based projects and/or structured activities that will help develop your teamwork skills, self-confidence and other skills important for life and work.

### **What must I do to be awarded a VCAL Certificate?**

To be awarded a VCAL certificate, you must successfully complete a learning program of 1000 nominal hours that is designed to comply with the following credit requirements. The learning program must:

1. Be made up of a minimum of ten credits
2. Include curriculum components to fulfil each of the four VCAL curriculum strands
3. Include:  
A minimum of two VCAL units  
A minimum of one credit for Literacy and one credit for Numeracy; and in each of the remaining three strands, components to the value of at least one credit.
4. Include components to the value of six credits at the level of the VCAL award or above, of which one must be for Literacy and one credit must be for a Personal Development Skills unit.

### **Will the VCAL get me ready to enter a trade?**

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

### Assessment

A range of assessment methods will be used for VCAL units to enable students to demonstrate successful completion of the learning outcomes within this curriculum. Assessment will be based on authentic situations linked to the project or activity the student is undertaking.

Assessment will also be designed so that students are able to demonstrate that they can apply and integrate the knowledge and skills developed in the Learning Program.

Units in the Personal Development and Work Related Skills Strands will have learning outcomes and criteria designed to cover such application and integration, using approaches such as portfolios, projects and assignments.

### Certification

The Victorian Curriculum Assessment Authority will award the Victorian Certificate of Applied Learning to students who have successfully completed the VCAL course requirements at the appropriate level.

#### The student will receive:

- A VCAL Certificate
- A Statement of Results

TAFE institutions and other the Registered Training Organisations for successful completion of VET or Further Education curriculum will provide additional Statements of Attainment or certificates. Students who begin the VCAL Learning Program but do not complete it will still receive a Statement of Results at the completion of each year of study.

### Australian School Based Apprenticeships (ASBA)

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

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

Our College is committed to promoting and developing multiple pathways and transition opportunities for our students and therefore provide the opportunity for the students with specific pathway needs to undertake a VET program through a variety of Registered Training Organisations. Some of the certificates being undertaken this year are outlined below:

Certificate III in Business Studies  
Certificate II in Business Studies  
Certificate III in Community Services 1  
Certificate III in Events Management  
Certificate III in Hospitality  
Certificate II in Hospitality  
Certificate II in Animal Studies  
Certificate III in Allied Health  
Certificate III in Tourism

Certificate III in Children's Services

Certificate III in Hairdressing

Certificate III in Make Up Services

## PLANNING YOUR PATHWAY

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

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

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

### UNDERTAKING ACCELERATED STUDIES IN YEAR 11

#### Acceleration in the VCE

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

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

The following Accelerated Studies are available to Year 11 VCE students in 2020:

#### Accelerated Studies available to Year 11 students

- Biology Units 3 and 4
- Business Management Units 3 and 4
- Food and Technology Units 3 and 4
- Health and Human Development Units 3 and 4
- Computing Units 3 and 4
- Legal Studies Units 3 and 4
- Psychology Units 3 and 4
- Religion and Society Units 3 and 4
- Visual Art Subjects in consultation with Domain Leader

#### The Selection Criteria:

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

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

### The Application Process

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

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

VCE STUDIES AVAILABLE

VCE Units 1 & 2	
Accounting	Media
Applied Computing	Music VCE/VET
Australian & Global Politics	Outdoor & Environmental Studies
Biology	Physical Education
Business Management	Physics
Chemistry	Product Design and Technology
Drama	Psychology
English	Religion and Society
English as a Second Language or Dialect	Religion in Art
Food Studies	Religious Education Ethics
French	Religion in Music
Geography	Religious Ministry
General Mathematics	Religion & Philosophy
Health & Human Development	Specialist Mathematics
History – 20th Century	Studio Arts
Italian	Texts & Traditions
Japanese	VCAL Literacy
Legal Studies	VCAL Numeracy
Literature	VCAL Personal Development
Mathematical Methods	VCAL Work Placement
Accounting	
Accounting	Legal Studies
Biology	Literature
Applied Computing - Data Analytics	Mathematical Methods
Applied Computing – Software Development	Media
Business Management	Music VCE/VET
Chemistry	Outdoor & Environmental Studies
Drama	Physical Education
English	Physics
English as a Second Language or Dialect	Product Design and Technology

Food Studies	Psychology
French	Religion and Society
Further Mathematics	Studio Arts
Global Politics	Specialist Mathematics
Health & Human Development	Texts & Traditions
History Revolutions	VCAL Literacy
Italian	VCAL Numeracy
Japanese	VCAL Personal Development
Laboratory Skills VET	VCAL Work Skills
Applied Computing - Data Analytics	Visual Communication & Design
Applied Computing – Software Development	Mathematical Methods
Business Management	Media

### RELIGIOUS EDUCATION

- Religion and Society
- Texts and Traditions
- Religion in Art
- Religion in Music
- Religious Ministry
- Religious and Philosophy
- Year 11 Religious Education Ethics
- Year 12 Religious Education Ethics

The VCE Religious Education is a creative framework of dialogue, understanding and action constructed, leading students in a process of deep learning, evaluation and response to the mysteries of life, enlivened by the Holy Spirit. The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. It is an active interplay between life, culture and religion within the environment of a classroom. Students are engaged in the exploration and celebration of religious traditions in all their richness and diversity through reflection, prayer and action for the good of others and their world.

The VCE Religious Education Program allows students to choose which Religious Education units they study. This program allows flexibility of choice and provides students with the opportunity to choose units that they enjoy and are better suited to. Every student at Mount St. Joseph will study Religious Education in Year 11 and 12; however, it is not mandatory to choose a Unit 3 and 4 combination in Year 12.

The options available to Year 11 & 12 students in 2020 are VCE Units:

- Religion and Society Units 1 & 2
- Texts and Traditions Units 1 & 2
- Religion & Society Units 3 & 4
- Texts & Traditions Units 3 & 4

School Based Units:

- Religion in Art, Music, Religious Ministry and Religious Education Ethics are studied through Semester 1 and 2

Students are encouraged to select the option that they have either enjoyed and/or obtained good results for in Year 10.



### Religion & Society

#### Description

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

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

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

#### Unit 2: Religion & Ethics

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

#### Unit 3: The Search of Meaning

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

#### Unit 4: Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility.

Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

### **Assessment:**

Units 3 and 4

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

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

## Texts & Traditions

### **Description**

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics.

The study encompasses texts from the Christian, Islamic and Jewish traditions. A range of methods exists for interpreting sacred texts and exploring their intended meaning. VCE Texts and Traditions focuses on sociocultural, historical and literary methods of criticism. The process of searching for, and giving expression to, the meaning of sacred text is called exegesis.

### **Units 1: Texts in Traditions**

In this unit students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described. The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

### **Units 2: Texts in Society**

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

### **Unit 3: Texts and the early tradition**

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

### **Unit 4: Texts and their teachings**

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

#### **Assessment:**

Units 3 and 4

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

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

### **Religion in Art**

Students will explore the rich heritage of Christian teaching that takes place through art, and are also invited to use the medium of art to develop and express their own religious and spiritual beliefs. Attendance and participation are the key criteria for successful completion of the RE unit.

### **Religion in Music**

Students will explore the interplay between religion and music. Those who enjoy singing and instrumental performance are invited to undertake this unit to develop their skills as members of the school Choir or Band. Students will undertake Choir or Band practice in their religious education classes and will be required to perform as a group at school masses and other school events. Attendance and participation are the key criteria for successful completion of the RE unit.

### Religious Ministry

Students will undertake programs in social justice and outreach to the needy in society. Students will explore the role of Christian teachings in society. This will include creating and running aspects of the social justice program at the College. Attendance and participation are the key criteria for successful completion of the RE unit.

### Religious Education Ethics

This course provides Year 11 and 12 students with an opportunity to explore a variety of ethical issues such as human trafficking, asylum seekers and refugees, gender equality, freedom of expression and capital punishment. The aim of the course is to equip students to come to a deeper understanding of the issues and the Catholic Church's perspective on a number of ethical issues, in addition to challenging students to respond to current issues affecting society in a positive and productive way. Students gain access to and understand the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings. The Church's teachings is linked with the life experience of the students responding to the activity of God in their lives and society.

### Religious and Philosophy

This is a new study for 2020. Be prepared to put your thinking hats on to explore some of the bigger questions of life: What is my purpose? Is there a God? What does it mean to be good? What do we mean by truth? This class provides an opportunity to discuss, and reflect on the existential questions that all people consider at some point in their lives.

### ENGLISH

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

#### The English Requirement

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

#### Choosing your English Study

Your options are:

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

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

#### Description

The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

#### Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the College for the achievement of Outcomes 1 and 2.

#### Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

#### Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts.

Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

### Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

#### Assessment:

Units 3 and 4

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

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

## Literature

### Description

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form.

### Unit 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

### Unit 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

### Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

### Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

### Assessment

#### Units 3 and 4

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

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

### LOTE

- French
- Italian
- Japanese

#### French

##### Unit 1

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

##### Unit 2

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

##### Unit 3

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

##### Unit 4

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

##### Assessment

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

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%



Examinations: Oral component & Written component

50%

### Italian

#### Unit 1

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

#### Unit 2

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

#### Unit 3

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

#### Unit 4

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

#### Assessment

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

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

### Japanese

#### Unit 1

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

#### Unit 2

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

#### Unit 3

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

#### Unit 4

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

#### Assessment

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

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

### HEALTH & PHYSICAL EDUCATION

- Health and Human Development
- Physical Education

#### Health and Human Development

##### Description

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

##### Unit 1: Understanding health and wellbeing

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

##### Unit 2: Managing health and development

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

##### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

##### Unit 4: Health and human development in a global context

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

### **Assessment:**

Units 3 and 4

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

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

## Physical Education

### **Description**

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

### **Unit 1: The human body in motion**

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

### **Unit 2: Physical activity, sport and society**

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

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

### **Unit 3: Movement skills and energy for physical activity**

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

### **Unit 4: Training to improve performance**

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

#### **Assessment:**

Units 3 and 4

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

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

### Outdoor and Environmental Studies

#### Description

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

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

#### Unit 1: Exploring Outdoor Experiences

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

##### Areas of Study:

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

#### Unit 2: Discovering Outdoor Environments

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

##### Areas of Study:

1. Investigating outdoor environments
2. Impacts on outdoor environments

#### Unit 3: Relationships with outdoor environments

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

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

**Area of study:**

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

**Unit 4: Sustainable outdoor relationships**

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

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

**Area of study:**

1. Healthy outdoor environments
2. Sustainable outdoor environments

**Assessment:**

Units 3 and 4

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

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

### HUMANITIES

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

#### Accounting

##### **Description**

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

##### **Unit 1: Role of accounting in business**

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

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

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

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

##### **Unit 3: Financial accounting for a trading business**

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



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

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

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

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

#### **Assessment:**

Units 3 and 4

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

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

## **Business Management**

### **Description**

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

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

### **Unit 1: Planning a business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed 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, and the effect of these on planning a business.

### **Unit 2: Establishing a business**

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making 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 satisfied 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 various management practices in this area by applying this 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 issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### **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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### **Assessment:**

Units 3 and 4

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

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

### Australian and Global Politics

#### Description

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

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

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

#### Unit 1: Ideas, actors and power

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

#### Unit 2: Global connections

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

#### Unit 3: Evaluating Australian democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice.

Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

### Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate ONE contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

#### Assessment:

Units 3 and 4

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

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

## Twentieth Century History

### Description

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

### Unit 1: Twentieth century history 1900–1945

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century.

### Unit 2: Twentieth century history 1945–2000

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki.

### History: Revolutions

#### Description

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

#### Unit 3 and 4: Revolutions

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

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

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

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

#### Assessment:

Units 3 and 4

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

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

### Legal Studies

#### Description

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

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

#### Unit 1: Guilt and liability

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

#### Unit 2: Sanctions, remedies and rights

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

#### Unit 3: Rights and justice

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

#### Unit 4: The people and the law

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

#### Assessment:

Units 3 and 4

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

Unit 3 School-assessed Coursework: 25%

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

### Geography

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

#### **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

#### **Unit 2: Tourism**

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

#### **Units 3 & 4 not offered in 2020**

### MATHEMATICS

- General Mathematics
- Further Mathematics
- Mathematical Methods (CAS)
- Specialist Mathematics

#### Description

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way, which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes. Each unit of study deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

#### General Mathematics Units 1 and 2

The areas of study for Unit 1 and Unit 2 of General Mathematics are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'. Students who study General Mathematics Units 1 and 2 must have good Number skills, satisfactory Algebra skills and a sound ability to use the CAS TI-Nspire calculator. This is the prerequisite for Further Mathematics, Units 3 and 4.

#### Further Mathematics Units 3 and 4

The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics. A CAS TI-Nspire calculator is required for this course of study.

Further Mathematics consists of a compulsory Core area of study 'Data analysis' and 'Recursion and financial modelling' and then a selection of two from four modules in the 'Applications' area of study. Unit 3 comprises the Core area of study, which incorporates a statistical application task. Unit 4 comprises the two selected modules from four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.



### Mathematical Methods (CAS) Units 1 and 2

A course with closely sequenced development of material, intended as preparation for (and is a pre requisite of) Mathematical Methods Units 3 and 4. The concepts learned in Mathematical Methods Units 1 & 2 are quite challenging and students must have developed very good mathematical skills in Year 7 to 10, especially in Algebra, to complete this course of study. The areas of study for Unit 1 and 2 are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'. A CAS TI-Nspire calculator is required for this course of study.

### Mathematical Methods (CAS) Units 3 and 4

May be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4. This course of study has a particular emphasis on Algebra and provides an appropriate background for further study in, for example, science, humanities, economics or medicine. Students must have satisfactorily completed Mathematical Methods (CAS) Units 1 and 2 to be successful in this course of study. Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability'. A CAS TI-Nspire calculator is required for this course of study.

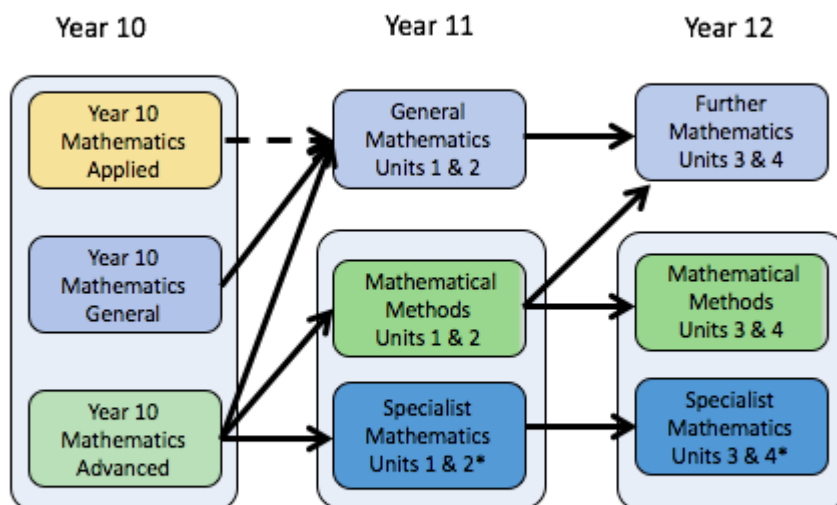
### Specialist Mathematics Units 1 and 2

This is a course of study for students intending to study Specialist Mathematics Units 3 & 4. This course of study must be chosen in conjunction with Mathematical Methods Units 1 & 2 and is the prerequisite for Specialist Mathematics, Units 3 and 4. Specialist Mathematics is a challenging course and requires very good Number and Algebra skills as well competent skills in using the CAS TI-Nspire calculator.

### Specialist Mathematics Units 3 and 4

Normally taken in conjunction with Mathematical Methods Units 3 and 4 and must be studied in conjunction with Mathematical Methods Units 3 and 4. Specialist Mathematics Units 3 and 4 is a very challenging course of study and is intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines. Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'. A CAS TI-Nspire calculator is required for this course of study.

## VCE Mathematics Pathways



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

### Assessment:

Units 3 and 4

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

#### Further Mathematics

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	14%
Units 3 and 4 examination 1:	33%
Units 3 and 4 examination 2:	33%

#### Mathematical Methods (CAS)

Unit 3 School-assessed Coursework:	17%
Unit 4 School-assessed Coursework:	17%
Units 3 and 4 examination 1:	22%
Units 3 and 4 examination 2:	44%

#### Specialist Mathematics

Unit 3 School-assessed Coursework:	17%
Unit 4 School-assessed Coursework:	17%
Units 3 and 4 examination 1:	22%
Units 3 and 4 examination 2:	44%

### SCIENCE

- Biology
- Chemistry
- Physics
- Psychology
- Environmental Science

#### Biology

##### Description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

##### Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

##### Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

### Unit 3: How do cells maintain life?

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

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

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

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

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

#### Assessment:

Units 3 and 4

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

Unit 3 School-assessed Coursework:	16%
Unit 4 School-assessed Coursework:	24%
End-of-year examination:	60%

### Chemistry

#### Description

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

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

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

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

#### Unit 2 – What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

#### Unit 3 - Chemical Pathways

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

#### Assessment:

Units 3 and 4

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

Unit 3 School-assessed Coursework:	16%
Unit 4 School-assessed Coursework:	24%
End-of-year examination:	60%

## Physics

### Description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

### Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

### Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

### Unit 3: How do fields explain motion and electricity?

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In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

### **Assessment**

Units 3 and 4

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

Unit 3 School-assessed Coursework:	21%
Unit 4 School-assessed Coursework:	19%
End-of-year examination:	60%

### Psychology

#### Description

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

#### Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

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

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.



### **Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

### **Assessment**

Units 3 and 4

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

Unit 3 School-assessed Coursework: 16%

Unit 4 School-assessed Coursework: 24%

End-of-year examination: 60%

### TECHNOLOGY

- Computing
- Food Studies
- Product Design and Technology

#### Computing

##### Description

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

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

##### Unit 1: Applied Computing

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

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

##### Unit 2: Applied Computing

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

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

##### Unit 3: Data Analytics

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

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

### **Unit 4: Data Analytics**

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

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

### **Unit 3: Software Development**

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

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

### **Unit 4: Software Development**

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

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

### **Assessment**

Units 3 and 4

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

Unit 3 School-assessed Coursework:	10%
Unit 4 School-assessed Coursework:	10%
School Assessed Task:	30%
End-of-year examination:	50%

### Food Studies

#### Description

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

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

#### Unit 1: Food origins

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

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

#### Unit 2: Food makers

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

### Unit 3: Food in daily life

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

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

### Unit 4: Food issues, challenges and futures

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

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

### Assessment

Units 3 and 4

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

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

### Product Design and Technology

#### Description

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

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

#### Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

#### Unit 2: Collaborative Design

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

#### Unit 3: Applying the product design process

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

#### Unit 4: Product development and evaluation

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

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

#### Assessment

Units 3 and 4

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

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## VCE / VCAL / VET HANDBOOK

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

### VISUAL ARTS

- Media
- Studio Arts
- Visual Communication & Design

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

#### Media

##### Description

##### Unit 1: Media forms, representations and Australian stories

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

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

##### Unit 2: Narrative across media forms

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

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



### Unit 3: Media narratives and pre-production

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

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

### Unit 4: Media production and issues in the media

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

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

### Selection Advice

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

### Assessment

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

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

### Studio Arts

#### Description

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

#### Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

#### Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

#### Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

#### Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

### Assessment

Units 3 and 4

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

Unit 3 and 4 School-assessed Coursework:	10%
Unit 3 and 4 School-assessed Task:	60%
End-of-year examination:	30%

## Visual Communication and Design

### Description

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

### Unit 1: Introduction to visual communication design

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

### Unit 2: Applications of visual communication within design fields

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

### Unit 3: Visual communication design practices

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

### Unit 4: Visual communication design development, evaluation and presentation

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

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

### Selection Advice.

Visual Communication and Design is a folio based VCE subject.

### Assessment

Units 3 and 4

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

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

### PERFORMING ARTS

- Drama

#### Drama

##### **Description**

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

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

##### **Unit 1: Introducing performance styles**

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

##### **Unit 2: Australian identity**

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

##### **Unit 3: Devised ensemble performance**

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

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### **Unit 4: Devised solo performance**

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

### **Assessment**

Units 3 and 4

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

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

### VET (VOCATIONAL EDUCATION AND TRAINING)

#### VET Courses Available to VCE Students (Scored Studies)

##### Certificate III in Music

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

##### Units

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

##### Certificate III in Laboratory Skills

During this course, you can complement and expand your scientific studies by gaining the practical skills and knowledge to assist in collecting and preparing samples and to carry out, measure and record results of experiments in the physical, chemical, biological or life sciences. You will learn skills in maintaining a laboratory, routine sampling and testing, recording data, and using laboratory computing programs. You will also learn how to prepare cultures, perform sterile techniques and assist with field work.

##### Units

- Communicate with other people
  - Record and present data
  - Participate in laboratory/ field workplace safety
  - Plan and conduct laboratory/ field work
-

- Maintain the laboratory fit for purpose
- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Prepare working solutions
- Participate in environmentally sustainable work practices
- Perform basic test
- Perform microscopic examinations
- Receive and prepare samples for testing

- VCE VET Allied Health Assistance
- VCE VET Business
- VCE VET Community Services
- VCE VET Dance
- VCE VET Furnishing
- VCE VET Information Digital Media Technology
- VCE VET Screen and Media
- VCE VET Sport and Recreation

### **VET Courses Available to VCAL Students**

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



- Visual Arts

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