St Paul's
ANGLICAN GRAMMAR SCHOOL

Years 11 & 12

2027
Course Guide
Warragul

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Welcome

The following guide is designed to assist you with your subject selection choices in both Years 11 and 12. All students have different pathways through school and each route has its own rewards and challenges. Choose courses that you will both enjoy and achieve in, and try to formulate your selections as part of your long-term plan.

We encourage you to read through the subject descriptions carefully and base your choices on the interests and future goals that you may have.

There is no easy 'shortcut' through VCE and often the best method to cope with the rigours of work is to select a program that is both achievable and balanced. Starting many courses at a higher level requires a student to have prior subject knowledge, often referred to as a 'prerequisite'. It is important that students are aware of the prerequisites and expectations for all Senior School courses.

As part of the subject selection process, a team of experienced Senior School staff will be available for individual advice and counselling. The school also runs course guidance sessions that both students and parents/guardians can attend. It is also important that parents/guardians and students are aware of university and vocational expectations and prerequisites as these also shape the courses that a student selects.

Good luck with your selections and study program in 2027.

Mrs Debbie Cameron
Head of Secondary

Ms Jacqueline Priest
Head of Year 11

Ms Caitlin Powell
Head of Year 12

Mrs Sarah Luck
Head of Careers

Selecting Year 12 Units

In Year 12, students have one compulsory subject - English. This requirement can be met by taking either English, English Language or English Literature. All subjects can be taken concurrently (if the timetable allows it) and the compulsory one that will be counted in an ATAR will be the one in which the highest mark was scored. At St Paul's the program that students take in Year 12 includes four other Units 3 and 4 sequences. Under strict conditions some students have also been permitted to complete a Units 3 and 4 subject in Year 11. This will also count towards their ATAR. Studies must be taken as pairs - Units 3 and 4. Up to six sequences can be counted for an ATAR score and they do not have to be taken in the one year. **St Paul's policy is that students undertake five subjects during Year 12.**

A completed Vocational Education and Training Delivered to Secondary Students (VDSS) course can be counted as part of the VCE. Depending on the particular VDSS course it can either count as part of the primary four subjects (English and the next three highest scoring Units 3/4 studies) or as a fifth or sixth subject. Mrs Sarah Luck (Head of Careers) can give students more information on this matter.

Selecting the best course may not be an easy decision. Many students at this level have not yet finalised their ideas about which career they wish to pursue. However, most students from St Paul's aspire to complete their VCE and then continue further studies at a tertiary level.

In selecting subjects, students should bear in mind the following points:

- Select studies based on Units 1 and 2 studies undertaken in Year 11.
- Select studies/units in which you are interested in.
- Select studies/units in which you can perform at your best and that are also relevant to your chosen career aspirations.
- Keep clearly in mind the prerequisite studies/units required for various tertiary courses.

Some students may be considering subjects based on scaling. The Scaling Report is available for students to check but they are encouraged to consider the importance of the four points above when selecting subjects. Scaling does not work in a student's favour if they are not able to perform in that subject to the best of their ability or are unhappy in that subject. It is also important to note that in subjects that may be scaled down, scaling will have a lesser impact if the student is able to achieve a score over 40. **A student is better off in a subject that they enjoy and in which they can do well.**

Choosing Folio Subjects

Folio subjects in the Visual Arts - Art Creative Practice, Design and Technology, and Visual Communication and Design - require substantial, sustained practical work from students and their major assessment tasks (SATS - School Assessed Tasks) are often due at similar times. Whilst we encourage students to take multiple Arts subjects if they wish to prepare for tertiary interviews, we caution them about taking on too many. For this reason, students who wish to undertake more than **two** of these folio subjects in Units 3 and 4 must obtain written permission from the Head of Visual Arts. This process may involve looking at the student's results in the same or similar subjects in Year 11.

Scaling

Why are VCE results scaled?

VCE results are scaled because individual study scores are not an absolute measurement of overall performance. On behalf of tertiary institutions, VTAC combines study scores to form an aggregate (total), which is then converted into a rank known as the 'ATAR' (Australian Tertiary Admission Rank).

Before study scores can be fairly added together, they have to be compared and adjusted. This is because students take very different combinations of VCE studies and VTAC can only legitimately add study scores together if the strength of competition in each study is about the same.

For example, it is unfair to compare the best and fairest of a local football team with the best and fairest in the national competition. Scaling overcomes this difficulty and ensures that each study contributes equally to the ATAR (that is an ATAR subject score of 25 in English is equivalent to an ATAR subject score of 25 in Psychology or an ATAR subject score of 25 in Chemistry).

How is scaling carried out?

Study scores are adjusted (and the strength of competition in a study is judged) by looking at the total performance of students taking that study. For example, the performance of students taking Chemistry is compared with (and adjusted against) the total performance of all Chemistry students in all their studies. This comparison is carried out for each VCE study and VCE VDSS program for which there is a study score. There are no pre-determined outcomes, and in the first instance, all studies including, Mathematics and Languages other than English (Languages), are treated identically.

The process is very stable and as a result there is very little difference from year to year in terms of adjusted (scaled) ATAR subject scores.

What happens as a result of scaling?

As a result of scaling, some scores in some studies are adjusted up, some down, and some remain about the same – this is a reflection of the overall strength of the group taking each study. Studies are scaled up only when the overall performance is high. Studies are scaled down only when the overall performance is low.

Remember: if competition is high within a study – you can expect to receive a lower VCAA study score – scaling by VTAC ensures this study is adjusted up. If competition is low within a study – you can expect to receive a higher VCAA study score – scaling by VTAC ensures this study is adjusted down. Across all studies, your ATAR subject scores can therefore be expected to be more uniform than your VCAA study scores. The 2026 Scaling Report is available from the VTAC website.

Units 3 and 4 Studies Available to Year 12

Please note that subjects run based on student numbers and staffing. Admission to Units 3 and 4 subjects is based, in some instances, on the successful completion of Units 1 and 2 in a study at Year 10 or Year 11. For example, it would be inadvisable to attempt to undertake Units 3 and 4 Physics or Chemistry if these subjects had not been successfully completed at the Unit 1 and 2 level. Course counsellors will provide further advice in this regard.

- Accounting
- Art Creative Practice*
- Biology
- Business Management
- Chemistry
- English
- English as an Additional Language
- English Language
- English Literature
- Environmental Studies
- Food Studies*
- French
- Health and Human Development
- History: Revolutions
- IT: Software and Development*
- Japanese
- Legal Studies
- Maths General
- Maths Methods
- Maths Specialist
- Media
- Music Repertoire Performance*
- Philosophy*
- Physical Education
- Physics
- Product Design and Technology: Hard Materials*
- Product Design and Technology: Soft Materials*
- Psychology
- Theatre Studies*
- VDSS: Certificate III in Sport, Aquatics and Recreation (Units 3 and 4)
- Visual Communication and Design*

*** This subject requires minimum numbers to proceed.**

Year 12, 2027 Subject Selection Form

All students are required to **complete their subject selections online,** following the instructions emailed to students. The following is a draft form. It is to be completed and brought with your Career Planning Form, to subject counselling interviews. They are then to be attached and returned with a signed online 'preferences receipt' to your Head of Year by **3:10 pm Friday 31 July 2026.**

Name: **Mentor Group:**

In 2027, every student is expected to attempt ten VCE units made up of five Units 3 and 4 sequences, including at least one English study. Students should select their units in order of preference by completing the table below.

Since subject blocking and lack of numbers mean some units are unavailable, students should select seven Units 3 and 4 sequences **in order of preference.**

☐ I will be completing the VDSS Course:
(I have discussed this with Mrs Luck).

☐ I am interested in enrolling in the University Enhancement Subject for:
(I have discussed this with Mrs Luck and my letter addressing the criteria for selection is attached to this application).

Preference	Unit Name
1	English, English Language, OR Literature **(please circle)**
2	
3	
4	
5	
6*	
7*	
	Private Study
	Academic Block

* To be used if any of the earlier preferences are unavailable.

☐ In 2026 I completed the Units 3 and 4 subject:

The type of career/course I would like to study is:

The prerequisites for this type of course (either at University or at TAFE) are:

Bring this form to your interview on **Tuesday 28 July 2026**. Final deadline for submission is **3:10 pm Friday 31 July 2026.**

Student Signature: **Parent/Guardian Signature:**

Subject Counsellor to Initial (28/7/26)

☐

Year 11 Subject Selection

Each Year 11 student is expected to attempt six VCE studies, including at least one English study. A Unit 3 and 4 study may also be one of the six studies selected. Students should finalise their study preferences by completing the tables on the following page. Remember that some studies may not be possible due to blocking arrangements or a lack of numbers.

Units 1 and 2 subjects offered to Year 11 students in 2027

The following subjects are taken as Units 1 and 2 sequences only. Please note that subjects run based on student numbers and staffing.

- Accounting
- Art Creative Practice
- Biology
- Business Management
- Chemistry
- English
- English Language
- English Literature
- Environmental Studies
- Food Studies
- Health and Human Development
- History
- IT: Computing
- Japanese
- Legal Studies
- Maths General
- Maths Methods
- Maths Specialist
- Media
- Music
- Philosophy
- Physical Education
- Physics
- Product Design and Technology: Hard Materials
- Product Design and Technology: Soft Materials
- Psychology
- Theatre Studies
- VDSS: Certificate III in Sport, Aquatics and Recreation (Units 1 and 2)
- Visual Communication and Design

Academic Mentor

We want our students to understand the value of using their time wisely and becoming independent learners. Year 11 students will have access to an Academic Block, consisting of four periods per fortnight. The use of this Academic Block will be focused on providing students with supervision, coaching and direction about how to best use their time, laying an effective foundation for Year 12 and their time beyond school. The sessions will be completed in classrooms, with an Academic Mentor, who will conduct regular one-on-one interviews, check on organisation and planning and liaise with parents. In addition, the Academic Block can, at times, be used for sessions regarding study skills, thinking strategies and other seminars which we believe will assist our students. At times, students will be able to complete their work in supervised silence, setting a tone for how they can continue to use their time effectively after Year 11.

Selecting Year 11 Units

In Year 11 students will take:

- English or English Language or English Literature (VCE requirement)
- Five VCE sequences of their own choice (this may include an application for a Units 3/4 sequence).

Selecting the best course for an individual student may not be an easy decision. Many students at this level have not yet finalised their ideas about the career they wish to pursue. However, most students from St Paul's aspire to complete their VCE and then continue further studies at a tertiary level or seek employment. In selecting subjects, students should bear in mind the following points:

- Select studies/units in which you are interested.
- Select studies/units in which you can perform at your best and that are also relevant to your likely career aspirations.
- Select studies/units that give as much freedom as possible to change your mind: keep as many options open as possible.
- Keep in mind the prerequisite studies/units required for various tertiary courses.

Other information:

- Studying Units 3 and 4 subjects in Year 11.
- Checking tertiary prerequisites.
- Scaling.

Units 1 and 2 Subject – Recommended Standards

Subject	Recommended Standards
Chemistry	'B' in Science at Year 10, particularly Chemistry
English Language	'B' average in Year 10 English
English Literature	'B' average in Year 10 English or concurrent study of Year 11 English
Language: Japanese	A pass in Year 10 Japanese
Maths: General	A pass in either Year 10 Maths
Maths: Methods	At least a 'C+' in Year 10 Maths A
Maths: Specialist	Must be paired with Units 1 and 2 Methods
Music	Year 9 or Year 10 Music OR strong participation in co-curricular Music
Physics	'B' in Science at Year 10, particularly in Physics
VDSS: Certificate III in Sport, Aquatics and Recreation	'B' average overall

Studying Units 3 and 4 in Year 11

Students who meet the stated minimum requirements will be able to study one Units 3 and 4 subject as part of their Year 11 program. These students will be carefully chosen, as this is a most demanding undertaking. To be considered, students must have met the minimum requirements of entry.

Any student wishing to be considered for this program must fulfil all of the following criteria:

- Has achieved a B average or better for at least five subjects at the end of Semester 1 and has met the individual prerequisites of each subject (if required).
- Has demonstrated excellent organisational skills and ability to manage a heavy workload.
- Has demonstrated excellence in their chosen Units 3 and 4 subject area (or if this subject is not available as a Year 10 subject, then in a similar subject).

Selection will be made during the second semester, but the offer will be withdrawn if a student's performance falls below these minimum requirements during that semester. The final decision on enrolment will depend on numbers, as Year 12 students will always have priority in the class.

Dependent on timetable restrictions and student suitability, Units 3 and 4 studies available to Year 11 students in 2027 are:

Subject	Recommended Standards
Biology	Units 1 and 2 Biology B+ or better
Health and Human Development	Units 1 and 2 Health and HD in Year 10 with an 'A' average for SACs
Legal Studies	'B' or above in Units 1 and 2 in Year 10
Business Management	'B' or above in Units 1 and 2 in Year 10
Maths General	Must be simultaneously taking Units 1 and 2 Methods and have an 'A' or better in Year 10 Maths A
Psychology	'B' or above in all Year 10 subjects, but an 'A' in Year 10 Science

Students who wish to apply for entry into a Units 3 and 4 course should attach a letter to their subject selection form. This letter should outline their reasons for such a request and give details of their academic performance, which would provide evidence of readiness for this enhanced study.

The applications will be considered by the Academic Leadership Team. Decisions will be tentative until Semester 2 results are in and Year 12 classes are finalised.

Year 11, 2027 Subject Selection Form

All students are required to complete their subject selections online, following the instructions emailed to students. The following is a draft form. It is to be completed and brought with your Career Planning Form, to subject counselling interviews. It is then to be attached and returned with a signed online 'preferences receipt' to your Head of Year by **3:10 pm** on **Friday 31 July 2026.**

Name: **Mentor Group:**

To select the appropriate units, choose from the subjects in the Course Guide and enter the choices in order of preference into the table below. **Please note:** Make sure you have nominated six subjects (plus two reserves) on this table. Each line indicates a year-long subject.

☐ I would like to apply to study this Unit 3/4 subject:

(I have attached my letter of application with this form).

This request cannot be finalised until courses are approved and all requirements are fulfilled.

☐ I would like to complete the VDSS Course:

(I have discussed this with Mrs Luck).

Preference Number	Subject Name
	English OR English Language OR Literature **(please circle)**
1	
2	
3	
4	
5	
6	
7*	
8*	
Compulsory	Academic Block

* To be used if any of the earlier preferences are unavailable.

Bring this form to your interview on **Monday 27 July**. The final deadline for submission is **3:10 pm Friday 31 July 2026**. Late returns mean that your choices are not included in the first round which may affect your chances of receiving the subject you want.

Student Signature: **Parent/Guardian Signature:**

Subject Counsellor to Initial ☐

VCE Information

VCE and Year 10 Information Evening - Warragul Campus

The VCE and Year 10 Information Evening is on Wednesday 24 June 2026 and is an excellent opportunity for you to find out about subjects and options for 2027. The school will be open from 5:00 pm until 8:00 pm and all faculties will have staff in attendance to answer your questions and provide you with information. Tours for new families will run from 5:00 pm.

An information session will be held at the Warragul Campus in the Year 9 Centre for the following year levels:

Year 10 (2027) - 5:00 pm

Year 11 (2027) - 5:40 pm

Year 12 (2027) - 6:25 pm

At this session, details of the program will be discussed together with an explanation of the selection process.

The process of choosing subjects is a very important one as the school bases its subject offerings for the following year on the students' subject choices. Changes can be made at a later date, but there may not be a class or indeed room in a class at that point. Thus, these choices should be taken seriously and considerable investigation and thought given to them. All parents are strongly encouraged to come with their child to this evening and to take advantage of the opportunity to access information easily to assist with these important decisions.

Course Guidance

At the start of Term 3, students should also speak to subject teachers and Heads of Faculty about specific questions related to the subjects they are considering. Mrs Luck, Head of Careers, is also available for individual interviews.

Following the VCE and Year 10 Information Evening on Wednesday 24 June, every student will be involved in a Course Guidance session regarding the choice they have made. This will occur on Tuesday 28 July for Year 11 into Year 12 students and Monday 27 July for Year 10 into 11 Warragul students. Parents/Guardians are welcome to attend the session allocated to their child if they wish to be a part of this process. The form must be brought to the interview on the day of attendance. **Choices cannot be accepted without a parent or guardian's signature.** Online selections are to be made and all forms are to be handed in by the dates noted on the forms.

During the Course Guidance session, senior school staff will check each student's subject choices. This is to ensure that the subjects chosen are appropriate for their proposed Year 11 and Year 12 program. Mrs Luck, Head of Careers, will be available to students on that day, and on other days, by appointment.

Requirements for Satisfactory Completion of VCE

To be awarded the VCE, you have to satisfactorily complete a total of no fewer than 16 units that must include:

- At least 3 units from the English group*.
- Three sequences of Units 3 and 4 studies, other than the English group, including VCE VDSS Units 3 and 4 sequences.

*The English group consists of:

- English Units 1 to 4.
- English (EAL) Units 3 and 4 (strict VCAA eligibility criteria apply).
- English Language Units 1 to 4.
- Literature Units 1 to 4.

No more than two units at Units 1 and 2 may count towards the English requirement. Students may not obtain credit for both English Units 3 and 4 and English (EAL) Units 3 and 4.

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

Acceleration into VCE studies in Years 10 and 11 or University Enhancement Studies require careful consideration. Acceptance into these programs will be based upon:

- Standard of work in the previous year.
- Timetable implications and availability.
- Relevance for individual programs and course and career planning.

Consolidation and extension, rather than acceleration, is generally most appropriate for most students.

Satisfactory Completion of VCE Units

- Units 1 and 2 can be completed as single units, but this is not recommended.
- Units 3 and 4 need to be taken as a sequence in the one year.

Learning Outcomes

Each VCE unit includes a set of two to four outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes. The achievement will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for that unit. Satisfactory completion of units is determined by the school, in accordance with the VCAA's requirements:

- The work meets the required standard.
- The work was submitted on time.
- The work is clearly the student's own.
- There has been no substantive breach of rules.

Assessment of Units 1 and 2

- These assessments will be school-based.

Assessment of Units 3 and 4

For each study, student level of achievement for Units 3 and 4 sequences will continue to be assessed using school-based assessment and external examinations.

- The GAT (General Achievement Test) will be undertaken by all Units 3 and 4 students.
- There will be examinations in all VCE studies in October and November.
- Performance and Oral examinations for some studies will be held in October. Timetable arrangements for these will be distributed by VCAA throughout the year.

Prerequisite Subjects

Prerequisite Subjects Required for Entry into Tertiary Institutions

If students do not complete the prerequisite units for a particular course, they will not be considered for that course. It is very important that students check on the prerequisites of any possible course using the online VTAC guide. This is each student's responsibility. If students are unsure about prerequisite units for various tertiary courses, they should contact the Head of Careers, Mrs Luck.

Students must bring the Career Planning form supplied during Mentor Group (Mrs Luck has spare copies of these) to the Course Guidance Interview.

If a student has no clear vocational ambition as yet, it is advisable to select units that keep a maximum number of options open. However, it is still important that students be interested in, and have some aptitude for, the courses chosen. It is expected that all students will attempt a total of five Units 3 and 4 sequences in Year 12, including English/EAL, English Language and/or Literature.

Guide to Checking Prerequisite Subjects

Using the Relevant VTAC Publications:

Year 10 going into Year 11 (2027)

- Online VTAC Guide.

Year 11 going into Year 12 (2027)

- Online VTAC Guide.

Reference copies are also available in the Careers Office, or can be downloaded from the VTAC website.

For University Study

- Using the index of major studies on VTAC – Prerequisite for 2028 Guide, look up the career/subject area you would like to follow in the future. This will list all universities which offer the subject and what they call the particular career/subject.
- Look up the entries for each of the universities on VTAC VICTER and check the PREREQUISITES ENTRY FOR EACH.
- Also check for potentially useful subjects in the MIDDLE BAND.
- Double check in the VICTER and Tertiary Entry newspaper supplement that is relevant to you, to find out whether there are any changes planned for the year when you will start university study.

For TAFE Study

- Using the index of major studies on VTAC, look up the career/subject area you would like to follow in the future. This will list all TAFE institutions which offer the subject and what they call the particular career/subject.
- Look up the entries for each of the TAFE institutions in the VTAC Guide and check the ENTRY REQUIREMENTS FOR EACH.

For Apprenticeships and Traineeships

- Check with apprenticeship providers for information about the area in which you are interested.

Vocational Education Training in Schools

The following VCE/VDSS programs are being offered. At the end of the two-year course, VDSS students receive a Certificate II or III and may receive credit for VCE Units 1-4.

On completion of the VCE-recognised course, students will receive either an ATAR contribution (10 per cent average of primary four subjects), or a study score if the course has a VCE examination.

VDSS courses are generally administered by an outside Registered Training Organisation (RTO) that is independent of the school. It is important to understand the following implications when selecting a VDSS course:

- Students can only study a VDSS subject at Year 10 and Year 11. Year 12 students cannot enrol in a VDSS subject, however some exceptions are made for a student to complete the second year of their course.
- An enrolment fee is charged by the RTO for each student. This is an extra cost and not part of the normal school fees. **Extra costs may also be incurred for equipment and materials.**
- Students are absent from school for one day each week. Students **must** however complete all academic and co-curricular requirements missed on the day.
- Students/parents are responsible for the transport to and from the RTO venues. Venues are at TAFE Gippsland - Morwell, Yallourn and Warragul; Apprenticeship Group Australia (AGA), Warragul; Lowanna Secondary College, Moe; Community College Gippsland, Warragul Campus; Chisholm Institute and Baw Baw Skills Centre Warragul.
- All courses involve both theory and practical components and a satisfactory standard must be achieved in both areas to be competent in the VDSS course.
- Students may be required to attend an interview/orientation day at the RTO in November prior to their enrolment.

Please note: When subject selections are completed, Mrs Luck will meet with all students who have selected a VDSS course.

The school offers VDSS subjects in two ways:

1. Internal delivery as part of the normal timetable

- Certificate III in Sport, Aquatics and Recreation (Units 1 and 2) and Certificate III Sport, Aquatics and Recreation (Units 3 and 4).

Details can be found in the relevant section of the Course Guide for each year level and need to be read carefully before making your choice.

2. External delivery by an RTO

These are only offered if numbers are sufficient and this decision is at the discretion of the RTO.

Please note: VDSS courses are an additional cost to School fees. Costs will be confirmed once a VDSS application is received. An expression of interest does not guarantee a place, this will be confirmed in Term 4.

Contribution to ATAR/Scored VET VCE Courses

Certificate contributions towards the ATAR score at VCE, providing students have completed both years of the Certificate, completed the required Units of Competency of Units 3 and 4 and undertaken the exam are as follows:

Eligible VCE VET programs with exam for a Study Score:

- Business - Certificate III in Business BSB30120
- Community Services - Certificate III in Community Services CHC32015
- Screen and Media - Certificate III in Screen and Media CUA31020
- Engineering - Certificate II in Engineering Studies 22632VIC
- Equine Studies - Certificate III in Equine Studies 22647VIC

- Health - Certificate III in Health Services Assistance HLT33115
- Hospitality - Certificate II in Hospitality SIT20322
- Information and Communications Technology - Certificate III in Information Technology ICT30120
- Integrated Technologies - Certificate II in Integrated Technologies 22586VIC
- Music Industry - Certificate III in Music - Sound Production CUA30920
- Sport and Recreation - Certificate III in Sport, Aquatics and Recreation SIS30122

All other VET courses do not have an exam as part of the certificate and count only as a block credit.

Year 11 selection is only available to students who have completed Units 1 and 2 (first year of certificate) in Year 10 or by negotiation with the school in some circumstances.

Unscored VCE option examples:

Animal Studies - Certificate II in Animal Studies ACM20121

Automotive - Certificate II in Automotive Vocational Preparation AUR20720

Beauty - Certificate III in Beauty Services SHB30121

Building and Construction - Certificate II in Building and Construction (pre-apprenticeship) 22338VIC

Civil Construction - Certificate II in Civil Construction RII20720

Hairdressing - Certificate II Salon Assistant SHB20216

Horticulture - Certificate II Horticulture AHC20416

Hospitality - Certificate II in Hospitality SIT20322

Plumbing - Certificate II in Plumbing (pre-apprenticeship) 22569VIC

Useful Links

The material in the course guides (and contained in the link below) is an extract from material produced by the Victorian Curriculum and Assessment Authority. Some sections may have been abridged and/or modified. Students should consult the Victorian Curriculum Assessment Authority homepage and the VCE study guides for comprehensive course details. This material is copyrighted and cannot be reproduced in any form without the written permission of the Victorian Curriculum and Assessment Authority.

- www.vtac.edu.au
- www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx
- www.vtac.edu.au/files/pdf/reports/scaling_report_19.pdf
- www.vtac.edu.au/files/pdf/publications/VTAC_ATAR_Scaling_Guide_2021.pdf
- www.myfuture.edu.au/
- www.australianapprenticeships.gov.au/
- www.jobsearch.gov.au/
- www.jobsearch.gov.au/joboutlook/
- vacc.com.au/Employment-Training/JobFinder
- www.jobseeker.com.au/ – provides a listing of vacancies from several websites.
- www.alljobs.com.au/ – provides a listing of vacancies from several websites.
- www.megt.com.au/ – apply for an apprenticeship or hire an apprentice with MEGT Group Training.
- www.mycareer.com.au/ – job listings of available apprenticeships and employers can advertise.
- www.seek.com.au/ – provides a search function for apprenticeships and employers can advertise.
- www.jobsearch.gov.au/ – search Australian Job boards for vacancies all over Australia.
- www.careerone.come.au/ – job listing for apprenticeships and qualified under Automotive.
- www.careersonline.com.au/ – resume help, job hunting tips, job links, positions vacant and more.
- www.careerjet.com.au/ – employers can post a vacancy. Apprentices can post a resume on the site.
- www.jobsjobsjobs.com.au/ – employers can advertise and applicants can search for apprenticeships.
- www.defencejobs.gov.au/ Apprenticeships. – select Army, Navy, or Air Force, then cursor down to apprenticeships.
- www.vacc.com.au/Employment-Training/JobFinder – for employers or apprentices to find or advertise a job.
- www.employment.gov.au/ – Australian Government Website.
- www.gtav.com.au/ Group Training – employers hire apprentices. Apprentices apply to the group training companies.
- www.myfuture.edu.au/ – helps to decide on a career path.
- www.aajobpathways.com.au/ – for apprentices – pathways, websites and apprenticeship information.
- www.fairwork.gov.aud/employment/young-workers/pages/default_ – apprentices and employees. The Young Worker Toolkit helps you find information about your responsibilities and where you stand at work. It covers a lot of information for you regarding work rights.

Accounting (Units 1-4)

Course Description

Accounting is the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information, and using it to model, forecast and provide advice to stakeholders in a business. This informs decision-making within the business, with a view to improving business performance. Accounting therefore plays an integral role in the successful management of businesses.

This study enables students to:

- Acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user.
- Develop an understanding of the role of accounting in the management and operation of a business.
- Develop skills in the use of information and communications technology (ICT) in an accounting system.
- Develop the skills necessary to calculate the likely costs and returns when modelling a variety of options and make recommendations for a business.
- Develop an understanding of ethical considerations in relation to business decision-making.
- Develop the capacity to identify, analyse and interpret financial data and accounting information.
- Develop and apply critical thinking skills to a range of business situations.
- Use financial and other information to improve the accounting decision-making within a business.

Units of Study

- Unit 1: Role of Accounting in Business.
- Unit 2: Accounting and Decision-making for a Trading Business.
- Unit 3: Financial Accounting for a Trading Business.
- Unit 4: Recording, Reporting, Budgeting and Decision-making.

Accounting - Unit 1

Course Description

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. 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.

Areas of Study

The Role of Accounting

- Reasons for establishing a business.
- Resources required to establish a business.
- Factors that lead to the success or failure of a business.
- The role of professionals in providing advice to achieve business success.
- Alternative investment opportunities to establishing a business.
- Types of ownership structures.
- The accounting elements.
- Price-setting methods.
- Accounting reports and information used to assist in judging the success or failure of a business.
- Ethical considerations.

Recording Financial Data and Reporting Accounting Information for a Service Business

- Accounting assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions.
- The nature of cash and credit transactions.
- The twofold effect of transactions on the accounting equation.
- The distinction between cash and profit.
- Materials and supplies required by a service business.
- Indicators of business performance (financial and non-financial).
- The purpose and use of special journals.
- Internal control procedures to safeguard resources against theft and fraud.
- Classified accounting reports for a service business.
- Graphical representations of accounting information.
- Ethical considerations.

Accounting -Unit 2

Course Description

This unit focuses on accounting for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students analyse and evaluate the performance of the business and use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Areas of Study

Accounting For and Managing Inventory

- Characteristics of a trading business.
- Assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions and the use of special journals.
- Indicators used to measure business performance in relation to inventory.
- The cost price of inventory, the purpose and use of inventory cards (FIFO and Identified Cost).
- Historical and budgeted classified accounting reports for a trading business.
- The reporting of inventory and strategies for effective inventory management.
- The potential effects of alternative inventory management strategies on business performance.
- Ethical considerations.

Accounting For and Managing Accounts

- Assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions.
- Indicators used to measure business performance.
- The purpose and use of special journals.
- Transactions involving accounts receivable and accounts payable records.
- The reporting of accounts receivable and accounts payable.
- Strategies for effective management of accounts payable and accounts receivable.
- Model and analyse the potential financial outcomes of decisions.
- Non-financial factors and their impact on business performance.
- Ethical considerations.

Accounting For and Managing Non-Current Assets

- Assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions.
- Indicators used to measure business performance in relation to non-current assets.
- Valuation of a non-current asset.
- The straight-line method of depreciation.
- The reducing balance method of depreciation.
- Selection of a depreciation method.
- The reporting of depreciation in the Income Statement and Balance Sheet.
- Strategies for effective non-current asset management, including the use of asset registers.
- Ethical considerations.

Accounting - Unit 3

Course Description

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.

Areas of Study

Recording and Analysing Financial Data

- Accounting assumptions and qualitative characteristics.
- Accounting elements: assets, liabilities, owner's equity, revenues and expenses.
- Classification of assets and liabilities.
- Effects of transactions on the accounting equation.
- Characteristics of the General Ledger with T-form accounts for manual recording.
- The GST Clearing account.
- The General Journal and General Ledger and their use in recording transactions.
- The purpose and preparation of the Trial Balance.
- Inventory cards using the First-In, First-Out (FIFO) and Identified Cost methods.
- The creation of an allowance for doubtful debts using the Income Statement approach.
- The writing-off of bad debts using the allowance method in the subsequent period.
- Internal control procedures to safeguard resources against theft and fraud.
- Financial indicators and non-financial information available.
- Strategies to improve the management of inventory, accounts receivable and accounts payable.
- Ethical considerations.

Preparing and interpreting Accounting Reports

- Assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions.
- The recording of transactions using manual methods and ICT, including spreadsheets.
- The process of balancing General Ledger accounts.
- The recording of closing entries.
- The preparation of the Profit and Loss Summary account in the General Ledger.
- The characteristics and use of classified accounting reports.
- The effects of transactions on the accounting reports.
- Financial indicators and non-financial information used to measure business performance.
- Graphical representations related to preparing and interpreting accounting reports.
- Strategies to improve business performance.
- Ethical considerations.

Accounting - Unit 4

Course Description

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 extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business.

Areas of Study

Extension of Recording and Reporting

- Assumptions and qualitative characteristics.
- Documents used by a business to record financial transactions.
- Indicators and relevant information (financial and non-financial) to measure business performance.
- The recording of transactions in the General Journal and General Ledger and preparation of classified accounting reports using manual methods and ICT.
- The purchase of non-current depreciable assets for cash and by loan.
- Methods of depreciation and their implications in the recording and reporting of the disposal of a non-current depreciable asset.
- The recording and reporting of balance day adjustments.
- The purpose and preparation of an adjusted Trial Balance.
- The characteristics and use of classified accounting reports and the effects of transactions on the accounting reports.
- The distinction between cash and profit.
- Ethical considerations.

Budgeting and Decision-making

- Assumptions and qualitative characteristics.
- Indicators and other relevant information used to measure business performance.
- The characteristics and use of classified budgeted accounting reports.
- The use of variance reports and trends for Cash Flow Statements and Income Statements.
- The distinction between cash and profit.
- The analysis of historical and budgeted accounting reports.
- Graphical representations related to preparing and interpreting budgeted accounting reports.
- Strategies to improve business performance.
- Ethical considerations.

Business Management (Units 1-4)

Course Description

VCE Business Management follows the process from the initial idea for a business concept to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

A range of management theories are 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 in response to contemporary challenges in establishing and operating a business.

Units of Study

- Unit 1: Planning a Business.
- Unit 2: Establishing a Business.
- Unit 3: Managing a Business.
- Unit 4: Transforming a Business.

Business Management - Unit 1

Course Description

In this unit, students explore the factors affecting ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study

The Business Idea

- Sources of business opportunity such as innovation and entrepreneurship.
- The personal motivation behind starting a business.
- The importance of goal setting in business.
- The characteristics of successful business managers and business entrepreneurs.

The Internal Environment and Planning

- Business resource needs and the factors affecting their choice: natural, labour and capital resources.
- Business locations and the factors affecting the choice of location.
- Sources of finance available to establish a business and the factors affecting the choice.
- Ethical and corporate social responsibilities of a business.

The External Environment and Planning

- An overview of key legal and government regulations affecting businesses in the planning stage.
- Societal attitudes and behaviours such as values, beliefs and trends.
- Economic conditions.
- Technological issues such as how the market may change in the future and developments in technology.

Business Management - Unit 2

Course Description

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.

Areas of Study

Legal Requirements and Financial Considerations

- An overview of legal requirements for establishing a business.
- The importance of establishing bank accounts, financial control systems and record-keeping strategies.
- The importance of choosing appropriate suppliers.
- The need for policies and procedures to achieve compliance with legal requirements and establish business routines.

Marketing a Business

- The relationships between marketing, establishing a customer base and business objectives.
- External (macro and operating) and internal environment factors affecting the establishment of a customer base and brand identity.
- Market research practices such as data collection techniques, analysis and interpretation.
- Target market attributes such as market dimensions, segments, consumer trends and behaviour.

Staffing a Business

- The relationship between the performance of staff and achieving business objectives.
- Identification of the staffing needs of the business such as the knowledge, skills and ideas staff can contribute to the business.
- The effects that developments in technology may have on staffing needs.
- Job analysis and its relationship to job design and related documentation, job descriptions and job specifications.

Business Management - Unit 3

Course Description

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, corporate social responsibility and the relationship between each of these.

Areas of Study

Business Foundations

- Types of businesses.
- Business objectives including to make a profit, to increase market share, to fulfil a market and/or social need and to meet shareholder expectations.
- Characteristics of stakeholders of businesses.
- The areas of management.
- Management styles.

Human Resource Management

- The relationship between managing employees and business objectives.
- Key principles of motivational theories: Hierarchy of Needs, Goal Setting Theory and the Four Drive Theory.
- Motivation strategies including performance-related pay, career advancement, investment in training, support and sanction.

Operations Management

- The relationship between operations management and business objectives.
- Key elements of an operations system: inputs, processes and outputs.
- Characteristics of operations management within both manufacturing and service businesses.
- Strategies to improve the efficiency and effectiveness of operations.

Business Management - Unit 4

Course Description

In this unit, 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.

Areas of Study

Reviewing Performance - the Need for Change

- The concept of business change.
- Key performance indicators as sources of data to analyse the performance of businesses.
- Key principles of the Force Field Analysis Theory.
- Driving forces for change in business.

Implementing Change

- The importance of leadership in change management.
- Management strategies to respond to key performance indicators and to seek new business opportunities.
- An overview of the principles of the Learning Organisation.
- High and low-risk strategies to overcome employee resistance.
- Key principles of the Three Step Change Model.

History (Units 1-4)

Course Description

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material: for example, rock art, mosaics and scrolls. More recently, film and television documentaries have taken historical events as their subject matter and presented interpretations of these events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

Contemporary society is itself a historical construct. The study of history draws links between contemporary society and its history in terms of its social and political institutions, and language. An understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced is also a feature of the study of history.

Units of Study

- Unit 1: 20th Century History.
- Unit 2: 20th Century History.
- Unit 3: Revolution.
- Unit 4: Revolution.

History - Unit 1: Change and Conflict

Course Description

In this unit, students investigate the nature of social, political, economic and cultural change in the latter part of the 19th century and the first half of the 20th century. Students explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Areas of Study

Ideology and Conflict

- Geopolitical changes in Europe resulting from WWI and the Treaty of Versailles.
- Social and economic circumstances in America in the 1920s and 1930s.
- Means by which Hitler and the Nazi party established their ideals throughout Germany.
- Why and how the Nazi ideals led to World War II.

Social and Cultural Change

- Changes in the American way of life - 1920 to 1930.
- The development of new industry and prosperity, and the popularisation of speculation in the Roaring Twenties.
- The influence of the 1929 stock market crash on The Great Depression.
- Analysis of Nazi propaganda.
- Analysis of anti-Nazi protest art.

History - Unit 2: The Changing World Order

Course Description

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

Areas of Study

Causes, Course and Consequences of the Cold War

- The causes of the Cold War, such as ideological differences and Superpower foreign policy.
- The significant features and consequences of the peace conferences at Yalta and Potsdam, and the tensions between Truman and Stalin over the treatment of Germany.
- The significant features and tensions of the Cold War, such as the Soviet-American relationship and the development of alliances.
- Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War.

Challenge and Change

- Groups who challenged existing structures of social, political and/or economic power such as the anti-war activists.
- Reasons for the challenge.
- How the groups expressed their views via art, film, music, demonstrations and literature in the 1960s and 1970s.
- Reactions and responses to the challenge such as violence, demonstrations and withdrawal from Vietnam.
- The challenge terrorism presents to existing international structures and agreements.
- Factors that contributed to the rise of terrorism.
- The way in which America and its supporters responded to September 11.

History - Units 3 and 4

Course Description

This course studies two major revolutions: Russia, 1917, and China, 1949. In each case, this unit considers the way in which individual leaders of small groups used new or radical ideologies to provoke revolution and oust existing governments. It also considers the way in which these revolutionaries governed and the ramifications of revolution for ordinary citizens.

Areas of Study

Causes of the Revolution

The periods for this area of study are:

- Unit 3: Russia 1896 to October 1917.
- Unit 4: China 1912 to 1 October 1949.

Consequences of the Revolution

The periods for this area of study are:

- Unit 3: Russia November 1917 to 1927.
- Unit 4: China 1949 to 1976.

History - Unit 3

Course Description

This unit examines the causes and consequences of the Revolution in Russia.

Causes of the Revolution (in Russia)

- How Tsar Nicholas II failed ordinary Russians.
- How Lenin navigated a February revolution, not of his making, to replace it with the October revolution.

Consequences of the Revolution (in Russia)

- Lenin's decisions once in power.
- The consequences of Lenin's Communist Russia for ordinary Russian citizens.

History - Unit 4

Course Description

This unit examines the causes and consequences of the Revolution in China.

Causes of the Revolution (in China)

- How Mao Zedong educated, militarised and ultimately deployed peasants to take power in China.
- Opposition to Mao Zedong.

Consequences of the Revolution (in China)

- Mao's decisions once in power.
- The consequences of Mao's Communist China for ordinary Chinese citizens.

Legal Studies (Units 1-4)

Course Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, legal institutions, the relationship between the people and the Australian Constitution, rights protection in Australia and the Victorian 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 develop an appreciation of the ability of people to actively seek to influence changes in both law and analyse the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purpose of this study, the principles of justice are fairness (fair legal processes are in place and all parties receive a fair hearing); equality (all people are treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

The study enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, fostering critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Units of Study

- Unit 1: The presumption of innocence.
- Unit 2: Wrongs and rights.
- Unit 3: Rights and justice.
- Unit 4: The people, the law and reform.

Legal Studies - Unit 1: The Presumption of Innocence

Course Description

Criminal law aims to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime committed is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Areas of Study

Legal Foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

Proving Guilt

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study, students develop an understanding of key concepts in criminal law. For each offence, students consider scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Sanctions

The criminal justice system determines the guilt or otherwise of an accused and imposes sanctions on a guilty person. In this area of study, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

Legal Studies - Unit 2: Wrongs and Rights

Course Description

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study

Civil Liability

Civil law aims to protect the rights of individuals, groups and organisations and to provide opportunities for a wronged party to seek redress for a breach. In this area of study, students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of study include negligence, defamation, nuisance, trespass and contracts.

Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study, students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities, and through common law and statute law relating to racial discrimination, sex discrimination and equal opportunity. Students investigate one human rights issue in Australia as an in-depth study.

Legal Studies - Unit 3: Rights and Justice

Course Description

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.

Areas of Study

The Victorian Criminal Justice System

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. The system involves a range of institutions including courts (the Magistrates' Court, County Court and Supreme Court) and others available to assist an accused. In this area of study, students explore the criminal justice system, its range of personnel and institutions, and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice.

The Victorian Civil Justice System

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. The system involves a range of institutions to resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), complaints bodies and tribunals. In this area of study, students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

Legal Studies - Unit 4: The People, the Law and Reform

Course Description

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 relationships between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Areas of Study

The People and the Lawmakers

The Australian Constitution establishes Australia's parliament system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area, of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

The People and Reform

Laws should reflect the needs of society, but they can become outdated. Individuals and groups can actively participate in influencing change to laws, and law reform bodies (including the Victorian Law Reform Commission, parliamentary committees and Royal Commissions) can investigate and make recommendations for change. Laws can be changed by parliament and the courts, while constitutional reform requires a referendum.

Philosophy (Units 1-4)

Course Description

The word philosophy translates to 'love of wisdom'. Philosophy grapples with some truly big questions, such as: Is time travel possible? Can we know anything with certainty? What motivates our moral actions? How can we live ethically? What are rights and are humans the only beings to have them? Do we continue to exist as one and the same person over time despite undergoing vast physical and psychological change? What is the 'good life' for a human being? In seeking answers to these questions, this course considers the viewpoints and arguments of some of the greatest thinkers throughout history and covers the four main areas of philosophy including: metaphysics (the nature of reality), epistemology (theories of knowledge), ethics, and logic and reasoning.

Philosophy is an engaging subject that nurtures curiosity, problem-solving skills and open-mindedness. Students are introduced to methods of philosophical inquiry, analysis, evaluation and critical comparison, and develop an appreciation for a range of relevant contemporary debates. Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems and constructing reasoned and coherent arguments. It also encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview. Indeed, the key knowledge and skills fostered by philosophy complement courses across the VCE, and provide excellent preparation for future careers, whether in law, economics, business, medicine, science and biotechnology, psychology, computer science, education, or the humanities.

Units of Study

- Unit 1: Philosophy, Existence, and Knowledge.
- Unit 2: Questions of Value.
- Unit 3: The Good Life.
- Unit 4: On Believing.

Philosophy - Unit 1

Course Description

What is the nature of time? Can we resolve the paradoxes of time travel? Do we continue to exist as one and the same person despite undergoing vast changes across our lifetimes? Could we be living in a dream or a simulated reality like *The Matrix* and not know it? These are some of the questions that have not only challenged human beings throughout the ages but underpin ongoing endeavours in areas as diverse as physics, the law and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: metaphysics and epistemology. There is also an emphasis on the study and practice of techniques of philosophical reasoning. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students also investigate relevant contemporary debates in applied metaphysics and epistemology.

Areas of Study

The Nature and Methods of Philosophy

- Students consider what distinguishes philosophical reasoning from other ways of thinking and, in so doing, begin to formulate an understanding of the distinctive nature of philosophy.
- Students are introduced to, and practise, a variety of techniques used by philosophers to construct, analyse, and evaluate arguments.

Metaphysics

- On Time and Space: What is the nature of time? Can there be a coherent time travel story? Can we resolve the paradoxes of time travel?
- On Personal Identity: What makes a person the same person at different points in time? To what extent can a person change and still remain the same person? What is the role of the body and memory in personal identity? What is the relationship between personal identity and moral responsibility?

Epistemology

- On Knowledge: What is knowledge? What is the difference between knowledge and mere belief? Is certainty necessary for knowledge? What are the sources of our knowledge and how reliable are these sources?
- On the Possibility of A Priori Knowledge: Is it possible to attain knowledge purely through the senses? Is reason superior to experience in giving us knowledge of the world? Could we be living in a simulated reality like *The Matrix* and not know it?

Philosophy - Unit 2

Course Description

What should I do? What is right? Is pure altruism possible or are all of our actions essentially motivated by self-interest? What is the basis and justification for rights? Do only human beings have rights, or do other kinds of living things also have rights? What are the limits of our freedom? Should freedom always be protected? This unit invites students to consider questions in relation to different categories of value judgment within the realms of ethics and morality. Students also explore ways in which philosophical viewpoints and arguments in value theory can inform various contemporary debates.

Areas of Study

Ethics and Moral Philosophy

- On Moral Psychology: Is pure altruism possible or are all of our actions essentially motivated by self-interest? Should our own pleasure-seeking be our primary motivation when making ethical decisions? Is moral behaviour only found in human beings?
- On Right and Wrong: What are the major theories philosophers have offered about what makes an action morally right? Are actions wrong to the extent that they maximise pleasure or minimise suffering? Does the motive or character of the person performing the action matter to the morality of that action?

Further Problems in Value Theory

- On Liberty and Anarchy: Is freedom a fundamental human right? What are the limits of our freedom? What are the threats to freedom in the modern world and to what extent should freedom be protected?
- On Rights and Justice: What is the basis and justification for rights? Do only human beings have rights or do other kinds of living things also have rights? How are conflicts between rights to be resolved?

Philosophy: Its Nature, Purpose and Value

- Students critically reflect on their experience of doing philosophy and develop perspectives on the nature, purpose and value of philosophy.

Philosophy - Unit 3

Course Description

This unit considers the crucial question of what it is for a human to live well. It explores questions that relate to our own good lives, for example, does happiness, pleasure, self-discipline, friendship and love have a role to play in living well? – and the good life for others, and it considers the implications of adopting particular perspectives for contemporary living. Students examine and critically compare the viewpoints and arguments put forward in the set texts and develop and defend their own philosophical positions.

Areas of Study

The Good Life and the Individual

Students consider what a good life is by exploring their own and others' responses to a set of four central questions: What role do pleasure and self-discipline play in a good life? What is the nature of happiness and what is its role in the good life? What role do love and friendship play in the good life? To what extent is the good life dependent on freedom and authenticity? Students use the concepts, arguments and viewpoints in the set texts alongside their own and others' examples to develop perspectives on these questions and questions of relevance to contemporary living.

The Good Life and Others

Students broaden the scope of their examination of the good life from the individual to the individual's relationship with others, including the wider community. Students use concepts, arguments and viewpoints in the set texts to develop perspectives on general questions relating to the nature of the good life as it is expressed through our relationship with others: What obligations, if any, do we have to others? What is the role of rights and justice in the good life? What does the good life have to do with being morally good? What is the relationship between the good for the individual and the good for others?

Philosophy - Unit 4

Course Description

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Students use concepts, arguments and viewpoints from the set texts to develop perspectives and justified philosophical positions on belief formation and justification in relation to a range of general questions, and then apply this knowledge to epistemological issues that arise from various case studies.

Areas of Study

Foundations of Belief

In this area of study, students explore philosophical questions relating to the interpersonal aspects of belief formation and the interrelationship between believing well and living well. Students use the concepts, arguments and viewpoints from the set texts to develop perspectives on these questions. As they reflect on the merits and shortcomings of these perspectives and the underpinning concepts, viewpoints and arguments, students formulate and defend their own philosophical positions.

Contemporary Applications

In this area of study, students examine two case studies drawn from two distinct contexts. They examine the case studies in light of the general questions and associated concepts, arguments and viewpoints found in the relevant set texts studied previously. The contexts are used to help identify a case study that involves epistemological issues. The contexts for study include: (1) silencing, exclusion and cancelling, (2) misinformation, disinformation and echo chambers, and (3) truth, trust, credibility and expertise. For example, students could explore how social media has been used in election campaigns, which is a case study suggested by context two.

English / EAL (English as an Additional Language)(Units 1-4)

Course Description

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

Units of Study

- Unit 1: English.
- Unit 2: English.
- Unit 3: English/EAL.
- Unit 4: English/EAL.

English / EAL - Unit 1

Course Description

In this unit, students read and respond to texts, making personal connections. Students explore the vocabulary, text structures, language features and ideas in a text. Students employ and experiment with the qualities of effective writing in their own work.

Areas of Study

Reading and Exploring Texts

- Engage in reading and viewing texts with a focus on personal connections in the story.
- Discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot.
- Develop and strengthen inferential reading and viewing skills.
- Understand and appreciate the role of vocabulary, text structures and language features in creating story and meaning.
- Contemplate the way a text can present and reflect human experiences.
- Share their experience of the world, and make connections with key ideas, concerns and tensions presented in a text.
- Explore the cultural, social and historical values embedded in the text, drawing parallels with their own observations of the world.

Crafting Texts

- Engage with and develop an understanding of effective and cohesive writing.
- Apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts.
- Read and engage imaginatively and critically with mentor texts that model effective writing.
- Employ and experiment with the qualities of effective writing in their own work, engaging with and expanding on ideas drawn from mentor texts to extend their creativity, fluency and range.
- Build a varied vocabulary, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate.

English / EAL - Unit 2

Course Description

In this unit, students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

Reading and Exploring Texts

- Develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing.
- Engage with the ideas, concerns and tensions in a text, recognising ways vocabulary, text structures, language features and conventions of a text work together to create meaning.
- Examine the ways readers understand text, recognising ways considering its historical context, and social and cultural values.
- Explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstract explorations.
- Develop their analytical writing about a text, applying appropriate metalanguage and integrating evidence.

Exploring Argument

- Consider the ways arguments are developed and delivered in many forms of media.
- Read, view and listen to a range of texts that attempt to position an intended audience in a particular context.
- Explore the structures of texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies.
- Examine the language and visuals employed by the author, and offer analysis of the intended effect on the audience.
- Apply their knowledge of argument to create a point of view text for oral presentation.

English / EAL - Unit 3

Course Description

In this unit, students read and respond to literary texts analytically. They create texts for a variety of different purposes and audiences.

Areas of Study

Reading and Responding to Texts

- Apply reading and viewing strategies to critically engage with a text.
- Analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions and the presentation of ideas.
- Understand and explore the historical context, and the social and cultural values of a text.
- Plan, construct and edit analytical writing that develops and sustains ideas about texts.
- Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning (EAL students).

Creating Texts

- Students work with mentor texts to inspire their own creative processes and generate ideas for their writing and as models for effective writing.
- Experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts.
- Reflect on the deliberate choices they have made through their writing processes in their commentaries.

English / EAL - Unit 4

Course Description

In this unit, students read and respond to literary texts analytically. They analyse arguments and the use of persuasive language in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

Reading and Responding to Texts

- Discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.
- Engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text
- Recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented.

Analysing Argument

- Analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.
- Explore and analyse the structures and features of argument presented in audio and/or audiovisual texts, and consider the unique structures and features that enhance argument in these contexts.
- Apply their understanding of the use of argument and language to create a point of view text for oral presentation.

English Literature (Units 1-4)

Course 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 relationships between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Units of Study

- Unit 1: English Literature.
- Unit 2: English Literature.
- Unit 3: English Literature.
- Unit 4: English Literature.

English Literature - Unit 1

Course Description

In this unit, students focus on the ways the interactions between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text. Students explore literary movements and genres.

Areas of Study

Reading Practices

- Develop critical responses by examining the patterns of language and imagery used in literary texts.
- Discuss how the features and conventions contribute to meaning.
- Understand how the student's own ideas and contexts influence their readings of texts.
- Explore, interpret and reflect on different ideas and values represented in literature.

Exploration of Literary Movements and Genres

- Explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.
- Explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.
- Engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation.
- Experiment with the assumptions and representations embedded in the texts.

English Literature - Unit 2

Course Description

In this unit, students examine representations of culture and identity, looking closely at the texts and voices of Aboriginal and Torres Strait Islander peoples. They deepen their examination of the ways of their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. They engage in close reading of texts and create analytical responses that are evidence-based.

Areas of Study

Voices of Country

- Explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.
- Consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.
- Examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

The Text in its Context

- Reflect on representations of a specific time period and/or culture within a text.
- Explore the text to understand its point of view and what it reflects or comments on.
- Identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.
- Develop an understanding that contextual meaning is already implicit or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.
- Develop the ability to analyse language closely, recognising that words have historical and cultural import.

English Literature - Unit 3

Course Description

In this unit, students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Areas of Study

Adaptations and Transformations

- Understand the way forms of text are significant in the making of meaning.
- Analyse conventions used in a particular form of text; for example, the use of imagery and rhythm in a poem, the use of setting, plot and narrative voice in a novel, the use of dialogue and stage direction in a play, and the use of images and sound in film.
- Interpret the differences in meaning conveyed when a text is adapted or transformed.

Developing Interpretations

- Develop interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.
- Explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.
- Develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. Applying this understanding to key moments from the text, supporting their work with considered textual evidence.

English Literature - Unit 4

Course Description

In this unit, students respond creatively to a text and comment critically on both the original text and the creative response. Students also analyse literary forms, features and language to present a coherent view of a whole text.

Areas of Study

Creative Responses to Texts

- Focus on the imaginative techniques used for creating and recreating a literary work.
- Understand how the meaning of texts can change as context and form change, in order to construct a creative transformation of a text.
- Learn how authors develop representations of people and places, and how they develop an understanding of language, voice, form and structure.
- Draw inferences from the original text in order to create an original piece of writing. In their adaption of the tone and the style of the original text, students develop an understanding of the views and values explored.
- Reflect critically on the literary form, features and language of a text.

Close Analysis of Texts

- Focus on a detailed scrutiny of the language, style, concerns and constructions of texts.
- Closely analyse textual details to examine the ways specific passages in text contribute to an overall understanding of the whole context.
- Consider literary forms, features and language, and the views and values of the text.
- Write expressively to develop a close analysis, using detailed references to the text.

English Language (Units 1-4)

Course Description

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit.

English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use and change. Students studying English Language understand that uses and interpretations of language are nuanced and complex. Students come to understand how people use spoken and written English to communicate, to think and innovate, to construct identities, to display attitudes and assumptions, and to create and disrupt social cohesion.

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective analysis of language in use.

Units of Study

- Unit 1: Language and communication.
- Unit 2: Language change.
- Unit 3: Language variation and social purpose.
- Unit 4: Language variation and identity.

English Language - Unit 1

Course Description

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

Areas of Study

The Nature and Functions of Language

- Human language's status as a complex system of conventions, and how it differs from the communication behaviour of other species.
- The structure (or 'subsystems') of which language is composed.
- The distinctive features of spoken and written modes of language.
- The notion of register: a variety of language used to match a particular context.
- How language features can be explained in terms of both the text's functions, as well as its cultural and situational context.

Language Acquisition

- The way that children acquire their first language.
- How language development occurs in each of the subsystems of language.
- The technical vocabulary required to assess a child's level of progress in language acquisition.
- The differences between first and second language acquisition.
- Some influential theories which have been developed to explain how language acquisition occurs.

English Language - Unit 2

Course Description

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

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and English is now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Areas of Study

English Across Time

- The development of English, from its prehistoric origins in 'Proto-Indo-European', through the stages of Old, Middle and Modern English in the British Isles, and finally to the emergence of Australian English as a distinct national variety.
- The way that the development of English has occurred across the subsystems.
- The process of codification and the development of the notion of a standard language variety.
- How contemporary society responds to language change, in particular the frequent debates that occur between those of prescriptivist and descriptivist attitudes.

Englishes in Contact

- How English has emerged as a world language and the notion of a lingua franca.
- The varieties of English that exist around the world, including national and regional dialects, pidgins and creoles.
- The way that language can form world views, as well as express and enshrine distinctive cultures and identities.
- Current and past efforts to reclaim and protect threatened languages and language varieties.
- The development of Australian Englishes, including Aboriginal Australian Englishes.

English Language - Unit 3

Course Description

In this unit, students investigate English Language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of Study

Informality

- The role of standard and non-standard English in creating formal and informal texts.
- Common functions and contexts associated with informal texts.
- The use of informal language in:
  - Encouraging intimacy, solidarity and equality.
  - Maintaining and challenging positive face needs.
  - Promoting linguistic innovation.
  - Supporting in-group membership.
- Metalanguage to discuss informal languages in texts.

Formality

- The features and functions of formal writing and formal speech as represented in a range of texts from literature and the public domain.
- The role of discourse features and lexical choice in creating textual cohesion in formal spoken and written texts.
- The use of formal language for various social purposes, including:
  - Maintaining and challenging positive and negative face needs.
  - Reinforcing social distance and authority.
  - Establishing expertise.
  - Promoting social harmony, negotiating social taboos and building rapport.
  - Clarifying, manipulating or obfuscating.

English Language - Unit 4

Course Description

In this unit, students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and has a role in establishing national identity. However, non-standard varieties also play a role in constructing users' social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Areas of Study

Language Variation in Australian Society

- The role of standard and non-standard English in Australian Society.
- Ways in which a variety of Australian identities can be reflected in a range of texts.
- Characteristics of Australian English in contrast to Englishes from other continents, in phonological, lexical, prosodic and/or grammatical patterns.
- How Australian English varies according to geographic, social and cultural factors.
- The role of language in constructing national identity.
- Metalanguage to discuss varieties of Australian English.

Individual and Group Identities

- Social and personal variation in language according to factors such as age, gender, occupation, interests, aspiration and education.
- Features of language that contribute to a sense of individual identity and group membership.
- The ways in which people draw on their linguistic repertoire to gain power and prestige, including exploiting overt and covert norms.
- The relationship between social attitudes and language choices.
- Metalanguage to discuss representations of identity in texts.

Languages: Japanese (Units 1-4)

Course Description

The study of Japanese contributes to students' personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.

Students may wish to study Japanese as an academic subject for educational purposes or link this study to other areas of interest. Pathways for further study of Japanese are available at a number of tertiary institutions.

Units of Study

- Units 1 and 2: Japanese.
- Units 3 and 4: Japanese.

Japanese - Units 1 and 2

Course Description

In Units 1 and 2, students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of various themes and topics. Students access, share and analyse useful information on the subtopic through Japanese and consolidate and extend vocabulary, grammar and language skills. Cultural products or practices are used to demonstrate how culture and perspectives vary between communities. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

Themes, topics and subtopics

The Individual

- Personal identity and lifestyles.
- Relationships - family, friends, school and social relationships.
- Aspirations, education and careers - experiences of schooling, casual work and employment opportunities.

The Japanese-Speaking Communities

- The Japanese-speaking communities - arts, traditional, contemporary culture, festivals and celebrations.
- Significant people - famous people in selected fields.
- Living in a Japanese community/visiting Japan - living in Japan.

The World Around Us

- Global, contemporary society - caring for the environment and changes in family life.
- Communication, Media - internet, social media and advertisements.
- The influence of technology - innovations in technology and impact of technological change.

Text Types (examples)

- Article, letter, diary entry and/or email.

Report

- Story and/or speech.

Writing Styles

- Personal, informative, persuasive, evaluative and/or imaginative.

Japanese - Units 3 and 4

Course Description

In Unit 3, students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of various themes and topics. 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, grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities.

In Unit 4, students continue to build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Students reflect on the ways individuals relate to each other and function in the world.

Areas of Study

Themes, topics and subtopics

The Individual

- Personal identity and lifestyles.
- Relationships - family, friends, school and social relationships.
- Aspirations, education and careers - experiences of schooling, casual work and employment opportunities.

The Japanese-Speaking Communities

- The Japanese-speaking communities - arts, traditional, contemporary culture, festivals and celebrations.
- Significant people - famous people in selected fields.
- Living in a Japanese community/visiting Japan - living in Japan.

The World Around Us

- Global, contemporary society - caring for the environment, changes in family life.
- Communication, Media - internet, social media, advertisements.
- The influence of technology - innovations in technology, impact of technological change.

Text Types (examples)

- Article, letter, diary entry and/or email.

Report

- Story and/or speech.

Writing Styles

- Personal, informative, persuasive, evaluative and/or imaginative.

Food Studies (Units 1-4)

Course Description

Australia has a varied and abundant food supply, which influences individual food selection and affects the health and wellbeing of consumer's daily lives. Students explore food from a wide range of theoretical and practical perspectives. They study past and present patterns of eating, Australian and global food production systems and the physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate marketing messages and new trends.

Throughout the four units, students will develop the ability to make informed, sustainable and healthy food choices, which will foster a broad awareness and prompt resilient solutions as consumers and advocates of food.

Units of Study

- Unit 1: Food origins.
- Unit 2: Food makers.
- Unit 3: Food in daily life.
- Unit 4: Food issues, challenges and futures.

Food Studies - Unit 1

Course Description

This unit will allow students to develop an understanding of food from a historical and cultural perspective. Students will investigate the origins and roles of food through time and across the world, examining the influences, patterns and progression from subsistence to rural-based agriculture, to urbanised living and technological influences and globalisation and trade in food commodities. A specific focus will be on Australian Indigenous food and how Australian cuisine has changed due to the influences of European settlement, production industries and successive waves of immigration.

Areas of Study

Food Around the World

- Characteristics of historical and cultural food collection.
- Factors facilitating and challenging the development of agriculture, horticulture and pastoral food systems.
- Feeding human populations.
- Development of food production and food culture.
- Patterns of global food production and growth in food commodities.
- Impact of industrialisation, technology and globalisation on food availability, production and consumption.

Food in Australia

- Characteristics and challenges of Indigenous Australian food production and consumption.
- Development of agriculture, horticulture, and pastoral food systems, and food processing industries across Australia.
- Influences on Australian eating patterns.
- Characteristics and trends of Australian cuisine.

Food Studies - Unit 2

Course Description

This unit will allow students to develop an understanding of food production in Australia, encompassing primary production, food processing and manufacturing, to provide a safe, high-quality food supply catering for all individuals and groups within Australia both domestically and commercially. Students design new products and adapt recipes to suit particular needs and circumstances of individuals and groups, and explore potential entrepreneurial opportunities as small-scale food producers.

Areas of Study

Australia's Food Systems

- Current trends, issues and influences in Australian food industry sectors, and the impact on food security and sovereignty.
- Primary production of food in Australia.
- Characteristics of food processing and manufacturing industries in Australia.
- Influences on food supply and the development of new food products.
- Food governance and regulation to ensure a safe food supply.

Food in the Home

- Evaluation techniques of food products.
- The design process and adaption of recipes and meals to suit the specific requirements of individuals and groups.
- Effective and sustainable planning, management and decision-making of resources in the provision of food in the home and commercially.
- Entrepreneurial or commercial food opportunities.
- Effects of chemical and physical properties of food, methods of cooking and heat transfer methods when preparing food.

Food Studies - Unit 3

Course Description

This unit allows students to investigate the many influences and impacts on food access, choices and consumption and its relationship to identity, connectedness and health; today, over time and changes needed for the future. Students develop a physiological and microbiological understanding of the role of food in nourishing the body and the practices to ensure a safe food supply. They investigate the chemical and physical properties of food that occur during food preparation and the use of scientific government resources to promote good health, nutritious and sustainable eating habits and meal patterns.

Areas of Study

The Science of Food

- Physiology and conditioning of appetite, hunger and satiety.
- Physiology and microbiology of eating, the intestinal tract, digestion and the role of macronutrients in the body.
- Scientific, evidence-based government resources to assist in the prevention of related lifestyle diseases and understanding of diverse nutrient requirements.
- Physiology of food allergies and intolerances.
- The role of diet in influencing gut microbiota and relationship with physical and mental health.

Food Choice, Health and Wellbeing

- Patterns and influences of eating in Australia, and the impact on health.
- Influences on food access, food choice and healthy eating across Australia.
- Marketing of food and influence on consumption and behavioural patterns of food.

Food Studies - Unit 4

Course Description

This unit allows students to investigate, debate and respond to global and Australian food systems and the relationship between food security, food sovereignty and food citizenship to adequately feed a rising world population. Issues relating to the environment, climate, ecology, ethics, farming practices, food security and food safety are researched. Students develop considered and accurate methodology to navigate and respond to food information and misinformation, such as food fads, trends and diets. Students develop skills in interpreting food labels and eliciting the meaning of marketing terms used on food packaging and in food advertisements to become literate and confident consumers and creators of food.

Areas of Study

Navigating Food Information

- Factors influencing food literacy, food knowledge and skills.
- Use of research in response to contemporary food information, fads, trends and diets.
- Labelling information for food consumers.
- Requirements, influence and impact of food advertisements.
- Use of Scientific, evidence-based government resources to assist with everyday food selection.
- Behaviours and habits to maintain and recommended health status.

Environment and Ethics

- Challenges of adequately feeding a rising world population, and the relationship between food security, food sovereignty and food citizenship.
- Environmental sustainability of food production and planetary health.
- Sociocultural and ethical concerns associated with food production, consumption and demand.
- Characteristics, challenges and advantages of different farming and primary food production.
- Environmental effects of food processing, manufacturing, retailing and consumption in Australia.

Health and Human Development (Units 1-4)

Course Description

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Units of Study

- Unit 1: Understanding health and wellbeing.
- Unit 2: Managing health and development.
- Unit 3: Australia's health in a globalised world.
- Unit 4: Health and human development in a global context.

Health and Human Development - Unit 1

Course Description

Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Students also identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Areas of Study

Concepts of Health

Students will be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.

Youth Health and Wellbeing

Students will be able to interpret data to identify key areas for improving youth health and wellbeing and analyse one youth health area in detail.

Health and Nutrition

Students will be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Health and Human Development - Unit 2

Course Description

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply 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. Students also explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

Developmental Transitions

Students will focus on developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept

Youth Health Literacy

Students will focus on factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

Health and Human Development - Unit 3

Course Description

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study

Understanding Health and Wellbeing

In this area of study, students focus on the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status.

Promoting Health in Australia

In this area of study, students focus on changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

Health and Human Development - Unit 4

Course Description

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries. Students build their understanding of health in a global context by examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Areas of Study

Global Health and Human Development

This area of study looks at analysing the similarities and differences in health status and human development globally and analyses the factors that contribute to these differences.

Health and the Sustainable Development Goals

This area of study looks at the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

Physical Education (Units 1-4)

Course Description

Physical Education explores the complex interrelationships between biophysical and psychosocial concepts to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. This approach provides the means by which theory and practice are integrated. Participation in physical activity and the development of skills provide opportunities for students to reflect on factors that affect performance and participation in physical activity.

Units of Study

- Unit 1: The human body in motion.
- Unit 2: Physical activity, sport, exercise and society.
- Unit 3: Movement skills and energy for physical activity, sport and exercise.
- Unit 4: Training to improve performance.

Physical Education - Unit 1

Course Description

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Areas of Study

How does the musculoskeletal system work to produce movement?

In this area of study, students should participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance-enhancement substances and methods linked to the musculoskeletal systems.

What role does the cardiorespiratory system play in movement?

In this area of study, students should be able to participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance-enhancement substances and methods linked to the cardiorespiratory systems.

Physical Education - Unit 2

Course Description

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour play in their own health and wellbeing, as well as in other population groups and contexts.

Areas of Study

How do physical activity, sport and exercise contribute to healthy lifestyles?

Students will focus on the role of physical activity, sport and exercise in developing and promoting healthy lifestyles across the lifespan. Students explore the sociocultural influences on participation in various forms of physical activity. They investigate the physical, social, mental, emotional and spiritual benefits of participation in regular physical activity at the individual and population levels, and the potential health risks associated with physical inactivity and sedentary behaviour.

What are the contemporary issues associated with physical activity and sport?

Students will focus on a range of contemporary issues associated with physical activity and sport at the local, national and global levels.

They investigate a range of intrapersonal and interpersonal factors that affect access to, and inclusion, participation and performance in, physical activity and sport, such as injuries, coaching, sports technology and the media, psychological strategies and equity for a range of population groups, including Aboriginal and Torres Strait Islander Peoples.

Physical Education - Unit 3

Course Description

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

How are movement skills improved?

Students will be able to analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.

How does the body produce energy?

Students will be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

Physical Education - Unit 4

Course Description

In this unit, students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Areas of Study

What are the foundations of an effective training program?

Students will be able to undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.

How is training implemented effectively to improve fitness?

Students will be able to participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

Integrated Movement Experiences

Students will be able to integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

VDSS Certificate III Sport, Aquatics & Recreation - SIS30122

Provider: St Paul's (auspiced by Savile)

Note: This course runs over two years. Units 1 and 2 are completed in Year 11, and Units 3 and 4 in Year 12. Students must complete both years in order to attain the Certificate III qualification.

Certificate III in Sport and Recreation

This provides students with the skills and knowledge to work in the Sport and Recreation Industry. In Units 1 and 2, students also explore a range of topics including sport-specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offer scored assessment and include core units such as delivering recreation sessions, risk assessment and knowledge of coaching foundation-level participants.

Compulsory Areas of Study in Units 1 and 2

- Participate in workplace health and safety.
- Maintain sport, fitness and recreation industry knowledge.
- Provide first aid.
- Provide Cardiopulmonary Resuscitation.
- Respond to emergency situations.
- Provide quality service.
- Respond to interpersonal conflict.
- Participate in conditioning for sport.
- Maintain activity equipment.
- Organise personal work priorities.
- Continuously improve officiating skills and knowledge.

Compulsory Areas of Study in Units 3 and 4

- Participate in WHS hazard identification, risk assessment and risk control.
- Facilitate groups.
- Conduct sport coaching sessions with foundation-level participants.
- Deliver recreation sessions.

Note: The Units 3 and 4 sequence of SIS30122 Certificate III in Sport, Aquatics and Recreation is not designed to be a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

For further information regarding this course see the VET Coordinator, Mrs Luck.

As this is a VDSS subject it incurs an additional tuition fee of approximately $620 per year (TBC). This covers all related course activities such as camps, first aid course and textbooks.

Mathematics (Units 1-4)

Students need to be aware of the necessity to be committed to this subject throughout their senior schooling if they intend to use it as an entry subject to further study. Students will have a mathematics subject recommended to them near the completion of each semester. This recommendation is made on the basis of what the current Mathematics teacher feels the student is capable of, in light of their observations of the student and their results over the semester.

It is unlikely that a student who fails to meet the prerequisite level will be allowed into that subject. Past experience has shown us that these grades are a very realistic assessment of future success in the various mathematics subjects.

Course 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 unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, proving, applying, investigating, modelling and problem-solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Units of Study

- Units 1-4: General Mathematics.
- Units 1-4: Mathematical Methods.
- Units 1-4: Specialist Mathematics.

General Mathematics (Units 1-4)
Unit 1

Course Description

General Mathematics Unit 1 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 2, 3 and 4 levels, and contains assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. Students must have a CASIO ClassPad calculator.

Areas of Study

Data analysis, probability and statistics

- Indentify, display and describe types of data.
- Summarise numerical data distributions.
- Five-number summary and the boxplot.
- Consider and compare data distributions.

Algebra, number and structure

- Arithmetic and geometric sequences.
- First-order linear recurrence relations.
- Financial mathematics.

Functions, relations and graphs

- Linear functions and relations.
- Graphs of linear functions and relations.
- Model with linear functions.
- Solve linear equations.
- Simultaneous equations, their applications and solutions.
- Line segment graphs.
- Step graphs and their applications.

Discrete mathematics - Matrices

- Basics of matrices.
- Operations of matrices.
- Applications of matrices.

General Mathematics - Unit 2

Course Description

General Mathematics Unit 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 levels and contains assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Students must have a CASIO ClassPad calculator.

Areas of Study

Data analysis, probability and statistics

- Investigate relationships between two numerical variables.
- Scatterplots.
- Line of good fit by eye and their interpretation.

Discrete mathematics – Graphs and networks

- Use of graphs and networks.
- Model and solve practical problems with graphs and networks.
- Euler's formula and planar graphs.
- Connectedness graphs.
- Weighted graphs and networks.
- Shortest path.
- Minimum spanning trees and greedy algorithms.

Functions, relations and graphs

- Direct and inverse variation.
- Transformations to linearity.
- Modelling of non-linear data.

Space and measurement

- Units of measurement.
- Scientific notation, significant figures and rounding.

General Mathematics - Units 3 and 4

Course Description

General Mathematics Units 3 and 4 focus on real-life applications of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. This subject is designed for students who need a study of Year 12 Mathematics but the type is not specified. Please seek tertiary course advice if you are not sure which Mathematics is required for the types of courses you are planning to study.

Areas of Study

Data analysis, probability and statistics

- Investigate data distributions.
- Investigate associations between two variables.
- Investigate and model linear associations.
- Investigate and model time series data.

Recursion and Financial Modelling

- Depreciation of assets.
- Compound interest investment and loans.
- Reducing balance loans.
- Annuities and Perpetuities.
- Compound interest investment with periodic and equal additions to the payment.

Matrices

- Matrix representation and its application.
- Transition matrices.
- Leslie matrices.

Networks and decision mathematics

- Graphs and networks.
- Exploring and travelling problems.
- Trees and minimum connector problems.
- Flow problems.
- Shortest path problems.
- Matching problems.
- The scheduling problem and critical path analysis.

Mathematical Methods (Units 1-4)
Unit 1

Course Description

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. Students undertaking Unit 1 will study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. This subject is designed for students who wish to pursue courses in the mathematics/science fields. Students are required to satisfy the prerequisites, if they wish to study this course.

For this unit of study, students must have a CASIO Classpad CAS calculator.

Areas of Study

Functions, relations and graphs

- Linear functions.
- Graphs of power functions, polynomials and inverse functions.
- Function theory.

Algebra, number and structure

- Substitution in and rearrangement of formulas.
- Factorisation.
- Solving quadratic equations, cubic equations and simultaneous equations.
- Transformations of the plane.

Calculus

- Average and instantaneous rates of change.
- Interpretation of graphs.
- Gradients of tangents at a point on a graph of a function.

Data analysis, probability and statistics

- Random experiments, including simulation of random experiments.
- Addition and multiplication principles for counting.
- Combinations and the application of counting techniques to probability.

Mathematical Methods - Unit 2

Course Description

Unit 2 is a clear progression of skills and knowledge from Unit 1. Students undertaking this course will study exponential functions, calculus, probability and matrices. This subject is designed for students who wish to pursue courses in the mathematics/science fields.

For this unit of study, students must have a CASIO Classpad CAS calculator.

Areas of Study

Functions, relations and graphs

- Radian definition, and conversion between radians and degrees.
- Unit circle.
- Trigonometric functions.
- Graphs and relationships of circular (trigonometric) functions.
- Solution of trigonometric equations over a given domain using both exact and approximate values.
- Exponential graphs and solving indicial equations related to these graphs.
- Logarithmic graphs and solving logarithmic equations.
- Inverse relationship between exponential and logarithmic functions.
- Applications of exponential functions.

Algebra, number and structure

- Use of inverse functions and transformations to solve equations.
- Exponent law and logarithm laws.
- Numerical approximation of roots of cubic polynomial functions.

Calculus

- First principles to find the gradient function.
- Notation for derivatives.
- Derivatives of simple polynomials by rule.
- Product and chain rules for differentiation.
- Applications of differentiation.
- Anti-differentiation.
- Finding areas under curves.

Data analysis, probability and statistics

- Probability of elementary and compound events and their representation as lists, grids, Venn diagrams, tables and tree diagrams.
- The addition rule for probabilities.
- Conditional probability in terms of reduced sample space.
- The law of total probability for two events.
- The relations for pairwise independent events.
- Simulation to estimate probabilities involving selection with and without replacement.

Mathematical Methods - Units 3 and 4

Course Description

This course is available to those students who have successfully completed Units 1 and 2 of Mathematical Methods. This subject is designed for students who wish to pursue courses in mathematics/science fields. Students are required to satisfy the prerequisites if they wish to study this course. Students undertaking this course will study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

Areas of Study

Functions, relations and graphs

- Graphs of polynomial functions and their key features
- Graphs of quadratic, exponential, logarithmic, circular and power functions
- Graphs of inverse functions
- Transformations.

Algebra, number and structure

- Solutions of polynomial equations.
- Functions and their inverse.
- Composite functions.
- Solutions of equations by graphical, numerical and algebraic methods.
- Solutions of simultaneous linear equations.

Calculus

- Deducing the graph of the derivative and anti-derivative functions from the graph of a function.
- Derivatives and antiderivatives of polynomial, exponential, logarithmic and circular functions.
- Product, quotient and chain rules.
- Applications of differentiation to curve sketching, stationary points (turning points and points of inflection), equations of tangents and normals, maximum/minimum problems, and rates of change, including numerical evaluation of derivatives.
- Antidifferentiation and definite integrals and their use to find areas.

Data analysis, probability and statistics

- Discrete random variables.
- Binomial distribution.
- Continuous random variables.
- Probability functions.
- Normal distribution.

Specialist Mathematics (Units 1-4)

Specialist Mathematics - Unit 1

Course Description

Units 1 and 2 are designed for students who intend to study Specialist Mathematics Units 3 and 4. It is also recommended for students who intend to study Mathematical Methods Units 3 and 4. Students who choose these units will study Mathematical Methods Units 1 and 2 concurrently. Students are required to satisfy the prerequisites if they wish to study this course.

Areas of Study

- Algebra, number and structure.
- Discrete mathematics.

Specialist Mathematics - Unit 2

Course Description

Specialist Mathematics Unit 2 is an extension of Specialist Mathematics Unit 1. Students are required to satisfy the prerequisites if they wish to study this course. Unit 2 is designed for students who intend to study Specialist Mathematics Units 3 and 4. It is also recommended for students who intend to study Mathematical Methods Units 3 and 4. Students who choose this unit will study Mathematical Methods Unit 2 concurrently.

Areas of Study

- Data Analysis, probability and statistics.
- Space and measurement.
- Algebra, number and structure.

Specialist Mathematics - Units 3 and 4

Course Description

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

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Areas of Study

- Discrete mathematics.
- Functions and graphs.
- Algebra, number and structure.
- Calculus.
- Space and measurement.
- Data analysis, probability and statistics.

Music (Units 1-4)

VCE Music - An Introduction

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making; performing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in lifelong music making.

Course Description

Music Performance Units 1 and 2 are offered to students who have some musical experience and knowledge, usually three or more years of study on a musical instrument or voice.

Students are strongly advised to complete both Units 1 and 2 before attempting Units 3 and 4 of Music Repertoire Performance.

Units of Study

- Unit 1: Organisation of Music.
- Unit 2: Effect in Music.
- Unit 3: Music Repertoire Performance.
- Unit 4: Music Repertoire Performance.

Music - Unit 1: Organisation of Music

Course Description

In this unit, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding of their chosen instrumental/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Areas of Study

Performance

In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Creating

In this area of study, students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

Analysing and responding

Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills by identifying, recreating and documenting music language concepts, for example, chords, scales, melodic and rhythmic patterns.

Music - Unit 2: Effect in Music

Course Description

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding of their chosen instrumental/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

Performance

In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Creating

In this area of study, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

Analysing and responding

In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions, building an understanding of how effect is realised. They continue to develop their auditory discrimination and memory skills through identifying, recreating and recording common musical language concepts and their effect, for example, chords, scales and melodic and rhythmic patterns.

Note to families:

Families of students studying these units need to be aware that there may be additional costs associated with undertaking the performance assessment required by the study design. These costs are likely to include the use of an accompanist, purchasing of sheet music and appropriate maintenance of instruments. Costs vary dramatically depending on the choice of instrumental/ensemble studied or undertaken. Please contact the Director of Arts, Mr Ben Sim for a guide to anticipate costs associated with your child's instrument.

Music - Units 3 and 4: Music Repertoire Performance

Course Description

This study is designed for students whose musical interests are grounded in the recreation and interpretation of noted musical works, and who wish to gain and share knowledge of musical styles and performing practices. Students may present on any instrument with an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with music evidence and independence of thought.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

Areas of Study

Performance

Students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and develop ways of communicating expressive intentions to an audience. They develop musicianship skills through regular individual practice and ensemble skills through structured rehearsal with other musicians.

Across Units 3 and 4, students select repertoire and prepare a recital program for external assessment in Unit 4. At least one of the presented works must be from the list of suggested works for their chosen instrument. The final program must also include at least one Australian work composed since 1990 and one ensemble work.

Students should review the examination specifications to make sure that the works selected allow them to best meet examination requirements and conditions.

Analysing for Performance

In this area of study, students focus on the processes of analysis and research they undertake when preparing musical works for performance. Research materials include musical scores, sound recordings, texts, live performances and critical discussion with other musicians. As students develop their recital program, they trial a wide range of general practice techniques and instrument-specific strategies. Students evaluate the strengths and weaknesses in their performance capabilities and develop a planned approach to improvement.

Students prepare for a school-assessed dialogue with their teacher. This task should focus on approximately half of the program of works being prepared in Area of Study 1 for the performance examination.

Through discussion and performance, students demonstrate:

- A selection of practice strategies.
- Technical considerations.
- Expressive and interpretative considerations.

Responding

In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians. They demonstrate this knowledge through analysis of a wide variety of performances and recordings, including works created by Australian composers since 1990. They also compare the ways different musicians have interpreted the same musical work.

They develop their auditory discrimination and memory skills by responding to music examples in isolation and in context. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Theatre Studies (Units 1-4)

Course Description

In VCE Theatre Studies, students interpret scripts from historic periods to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts, they gain an insight into the origins and development of theatre, the influences of theatre on cultures and societies, and the influences of culture and society on theatre. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role of theatre practitioners.

Throughout the study, students work individually and collaboratively in production roles to interpret scripts and to plan, develop and present productions. Students study the contexts of scripts (time and place, including the historical, cultural, political and social contexts) and the languages of scripts, as well as theatre movements. They experiment with different possibilities for interpreting scripts and apply ideas and concepts for presentation to audiences. They examine ways in which meaning can be constructed and conveyed through theatre performance. Students consider their audiences and, in their interpretations, incorporate knowledge and understanding of audience culture and demographics.

Students learn about innovations in theatre production across different times, cultures and places and apply this knowledge to their work. Through the study of scripts, theatre styles and contemporary theatre movements, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. They consider their dual roles as artist and as audience. Students learn about and demonstrate an understanding of safe, ethical, inclusive, sustainable (where possible, environmentally sustainable) and responsible personal and interpersonal work practices in theatre production.

Units of Study

- Unit 1: History of theatre styles and conventions pre-1945.
- Unit 2: Contemporary theatre styles and movements.
- Unit 3: Producing Theatre.
- Unit 4: Presenting an Interpretation.

Theatre Studies - Unit 1: History of Theatre Styles and Conventions pre-1945

Course Description

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944, focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production.

Students begin to develop skills in performance analysis and apply these to the analysis of a play in performance.

Areas of Study

Exploring theatre styles and conventions pre-1945

In this area of study, students explore theatre styles and their conventions pre-1945.

Interpreting scripts

In this area of study, students focus on the presentation of theatre scripts pre-1945. They work in at least two production roles to interpret scripts from two or more distinct pre-1945 theatre styles.

Analysing a theatre production in performance

Students focus on analysing a professional performance of a script. They attend a production of a play in performance and study the nature of performance analysis, including analysing audience culture, acting skills, directorial skills, design skills and the ways in which the historical contexts and conventions of theatre styles identified or implied in a script are interpreted in performance.

Theatre Studies - Unit 2: Contemporary Theatre Styles and Movements

Course Description

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They study safe, ethical, inclusive and sustainable working practices (where possible, using environmentally sustainable approaches) in theatre production. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

Areas of Study

Exploring contemporary theatre styles and/or movements

In this area of study, students select and explore scripts from contemporary theatre styles and/or movements from 1945 to the present day. Through practical workshops and experimentation, students gain knowledge of how these styles and/or movement(s) shape and contribute to the world of contemporary theatre.

Interpreting scripts

Students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least two distinct contemporary theatre styles or one contemporary theatre movement from 1945 to the present day.

Analysing and evaluating a theatre production

In this area of study, students attend a performance and focus on analysing and evaluating a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance, and they study the relationship between the contexts of the script and the use of production roles.

Theatre Studies - Unit 3: Producing Theatre

Course Description

In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre.

Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance.

Areas of Study

Staging theatre

Students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively to contribute to the development of a production of a selected script. As members of the production team, students undertake exercises and tasks throughout the three stages of the production process, leading to a performance of the selected script to an audience.

Interpreting a script

In this area of study, students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying interpretative possibilities, including recontextualisation, and they document their interpretation.

Students revisit their learning about the stages of the production process, their learning about dramaturgy, and ways in which their work in production roles can contribute to interpretations of scripts for performance to audiences. They develop their understanding of audiences and audience culture.

Analysing and evaluating theatre

Students attend, analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage.

Theatre Studies - Unit 4: Presenting an Interpretation

Course Description

In this unit, students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through the analysis and evaluation of a production they attend for their work in Area of Study 3. The production must be selected from the prescribed VCE Theatre Studies Playlist and must be different from the production they analysed in Unit 3. The playlist is published annually on the VCAA website. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies.

In conducting their work in Areas of Study 1 and 2, students further develop their knowledge and application of inclusive and sustainable (where possible, environmentally sustainable) theatre practices.

Areas of Study

Dramaturgical research and presenting theatrical possibilities

In this area of study, students document and report on dramaturgical decisions that could inform an interpretation of a monologue and its prescribed scene.

Students conduct dramaturgy as the basis for decisions that will inform their interpretation. This includes research into the contexts of the script, influences on the playwright(s), the world of the audience, and possible recontextualisations.

Students then outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its theatrical possibilities and its theatre style(s).

Interpreting a monologue

Students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies monologue examination published annually on the VCAA website. Students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived. Students apply selected production roles and develop an interpretation of the monologue that is informed by their study of the prescribed scene and the complete script. Their interpretation is informed by the dramaturgy they conduct, including the contexts of the play and its intended meanings.

Analysing and evaluating a performance

In this area of study, students focus on the analysis and evaluation of the acting, direction and design in a performance of a production selected from the prescribed VCE Theatre Studies Playlist.

Students attend a production selected from the playlist. They study the theatrical style(s) evident in the performance and analyse and evaluate how actor(s), director(s) and designer(s) interpret the script for an audience. They consider the interrelationships between acting, direction and design in the performance. In doing so, students consider character(s) in the play, how the actor(s) interpreted them on stage and the contribution of the director(s) and designer(s) to the interpretation and intended meaning(s). They study acting skills used by the actor(s) to portray character(s) to convey the intended meanings of the play and the establishment, maintenance and/or manipulation of the actor–audience relationship.

Science - Biology (Units 1-4)

Course 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.

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life, all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology, students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Units of Study

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Biology - Unit 1

Course Description

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study

- How do cells function?
- How do plant and animal systems function?
- How does scientific investigation develop an understanding of how organisms regulate their functions?

Biology - Unit 2

Course Description

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore the interdependence between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Areas of Study

- How is inheritance explained?
- How do inherited adaptations impact diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Biology - Unit 3

Course Description

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through an investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of positions on the cellular respiration pathway.

The application of ethical scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 and/or 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of Study

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Biology - Unit 4

Course Description

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and respond to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune disease; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

Areas of Study

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Science - Chemistry (Units 1-4)

Course Description

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

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

Units of Study

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Chemistry - Unit 1

Course Description

The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Areas of Study

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Chemistry - Unit 2

Course Description

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Areas of Study

- How do substances interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

Chemistry - Unit 3

Course Description

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Areas of Study

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

Chemistry - Unit 4

Course Description

In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Areas of Study

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Science - Environmental Science (Units 1-4)

Course Description

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of environmental science leads students to appreciate the interconnectedness of the content areas both within environmental science, and across environmental science and the other sciences.

Units of Study

- Unit 1: How are Earth's dynamic systems interconnected to support life?
- Unit 2: What affects Earth's capacity to sustain life?
- Unit 3: How can biodiversity and development be sustained?
- Unit 4: How can climate change and the impacts of human energy use be managed?

Environmental Science - Unit 1

Course Description

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit, students examine the processes and interactions occurring within and between Earth's four interrelated systems - the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study

- How are Earth's system organised and connected?
- How do the Earth's systems change over time?
- How do scientific investigations develop an understanding of how Earth's systems support life?

Environmental Science - Unit 2

Course Description

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems - the atmosphere, biosphere, hydrosphere and lithosphere - and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting food security by impairing plant function and reducing food yields.

In this unit, students consider pollution as well as food and water security as complex and systematic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Environmental Science - Unit 3

Course Description

In this unit, students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and wellbeing. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environment management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation or primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 and/or 4, and is assessed in Unit 4, Outcome 3.

Areas of Study

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Environmental Science - Unit 4

Course Description

In this unit, students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and the consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation, and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgements about the accuracy and validity of evidence.

Areas of Study

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

Science - Physics (Units 1-4)

Course Description

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the universe. Models are used to explore how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges.

Through the study of VCE Physics students continue to develop skills to describe, explain, analyse and mathematically model diverse physical phenomena.

Units of Study

- Unit 1: How is energy useful in society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Physics - Unit 1

Course Description

Students examine fundamental ideas and models used by physicists in an attempt to understand and explain how energy is used in society. Models are used to explore and understand light, thermal energy, radioactivity, nuclear processes and electricity, with these concepts applied to contemporary societal issues.

Areas of Study

- How can thermal effects be explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Physics - Unit 2

Course Description

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose and investigate one of eighteen options related to a range of real-world applications of physics, allowing them to pursue an area of interest. Students design and undertake an experimental investigation.

Areas of Study

- How can motion be understood?
- Options: How does physics inform contemporary issues and applications in society?
- Practical Investigation: How do physicists investigate questions?

Physics - Unit 3

Course Description

Students use Newton's laws to investigate motion in one and two dimensions. They examine how field models (particularly gravitational, electric and magnetic fields) can be used to understand why objects move when they are not apparently in contact with other objects. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Areas of Study

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

Physics - Unit 4

Course Description

Students examine the limitations of the wave model in describing light behaviours and use a particle model to better explain some observations of light. Matter is re-imagined using a wave model. Students are introduced to the relativistic world of length contraction and time dilation when motion approaches the speed of light. A student-designed practical investigation related to fields, motion or light is undertaken.

Areas of Study

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

Science - Psychology (Units 1-4)

Course Description

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

Biological perspectives focus on how physiology influences individuals by exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in psychology has changed and continues to change, in response to new evidence, discoveries and thinking. They develop the capacity to critically assess the strengths and limitations of science, they develop respect for evidence-based conclusions, and they gain an awareness of the ethical and cultural contexts of scientific endeavours.

Units of Study

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Psychology - Unit 1

Course Description

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contributions that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, have made to the understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

Psychology - Unit 2

Course Description

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. 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. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Areas of Study

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop an understanding of influences on perception and behaviour?

Psychology - Unit 3

Course Description

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

Psychology - Unit 4

Course Description

Students will explore the demand for sleep and the influences of sleep on mental wellbeing. They consider biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework for wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand a specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Areas of Study

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

Applied Computing (Units 1 and 2)

Course Description

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software, engineering and telecommunications, and other careers relating to digital technologies.

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.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal and ethical responsibilities relating to data security. Through a structured approach to problem-solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students must undertake Unit 3 and Unit 4 in a sequence. Previous computing classes at other year levels will be very beneficial. Each unit involves at least 50 hours of scheduled classroom instruction.

Units of Study

- Unit 1: Applied Computing.
- Unit 2: Applied Computing.

Use of digital resources

Students require access to the following resources to be able to demonstrate the outcomes:

- Appropriate laptop, notebook or desktop computers.
- Printers.
- Internet.
- A range of software tools including:
  - Database management software to format, store, edit and retrieve data.
  - Spreadsheet and/or statistical software to format, store, edit and retrieve data.
  - Software to edit, retrieve, insert and delete data such as text, sound, static and moving images to create multimodal presentation of information.
  - Drawing and graphic software and data visualisation software to create graphic output.
  - Tools to provide programming environments.

Applied Computing - Unit 1

Course Description

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.

Software Tools

The following indicates the software tools that students are required to both study and use in this unit.

- Database software, spreadsheet software and data visualisation software.
- An appropriate programming language (OOP).
- An appropriate SQL.

Areas of Study

Data Analysis

In Area of Study 1, an introduction to data analysis, students learn to analyse a problem or opportunity, plan solutions and commit to often creative designs as part of their development of a solution to the matter. They identify and collect data being mindful of legislation pertaining to privacy laws. Student deliverables may include presentations or reports that include graphical data to present a solution or highlight information or data patterns pertaining to demographics or certain issues such as traffic analysis.

Programming

In Area of Study 2, students select and use a programming language to create a working software solution. Students prepare, document and engage in all stages of the problem-solving methodology.

Key Study Areas

- Digital systems.
- Data and information.
- Approaches to problem-solving.
- Interactions and impacts between information systems.
- Skills related to developing a software solution.

Applied Computing - Unit 2

Course Description

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. All stages of the problem-solving methodology are applied.

Software Tools

The following indicates the software tools that students are required to both study and use in this unit.

- Any software tools used to create an innovative solution, for example, a programming language, spreadsheet software, web-authoring software, presentation software, or a project planning tool.
- A software tool to represent a network.

Areas of Study

Innovative solutions

In this area of study, students work collaboratively to develop an innovative solution that may take the form of a proof of concept, prototype or product in areas such as artificial intelligence, games development, web authoring and more. A project plan is prepared to support an organised approach to problem-solving. On completion of this unit, the student should be able to analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

Network security

In this area of study, students investigate how networks enable data and information to be exchanged locally and globally. They apply this knowledge to design a Local Area Network (LAN). Students develop an understanding of cybersecurity issues and apply systems thinking skills when designing LANs and proposing strategies for reducing security risks.

On completion of this unit, the student should be able to respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Some Key Skills:

- Digital systems.
- Data and information.
- Approaches to problem solving.
- Interactions and impacts.
- Key skills used in developing a software solution.
- Using an OOP language.

Software Development (Units 3 and 4)

Unit 3

Course Description

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.

Software tools

The following indicates the software tools that students are required to both study and use in this unit.

- An appropriate programming language (OOP).
- Unified Modelling Language (UML) and UML tools.

Areas of Study

- Programming
- Analysis and Design

Programming

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 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.

Analysis and Design

Students construct the framework for the development of a software solution that meets a student-identified need or opportunity. Students analyse and document a need or opportunity, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution. Unit 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software Development - Unit 4

Course Description

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. Emerging technologies such as AI will be explored.

Software Tools

The following indicates the software tools that students are required to both study and use in the unit.

- An appropriate programming language (OOP).
- Appropriate tool for documenting project plans (required to study but not use).

Areas of Study

Development and evaluation

In Area of Study 1, students apply the problem-solving stage of development and evaluation to develop their preferred design prepared in Unit 3, in Area of Study 2, into a software solution. They evaluate the solution and project plan. Area of Study 1 forms the second part of the School-Assessed Task (SAT).

Cybersecurity: software security

Students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. The student should be able to respond to a case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by a VCAA end-of-year examination. The examination will contribute 50 per cent to the study score. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Art Creative Practice (Units 1-4)

Course Description

VCE Art Creative Practice incorporates three approaches to inquiry through art practice: Experiential learning, Inquiry learning and Project-based learning. These approaches echo the thinking and actions inherent in art making and mirror the practices of artists in different cultures and periods of time.

Units of Study

- Unit 1: Interpreting artworks and exploring the Creative Practice.
- Unit 2: Interpreting artworks and developing the Creative Practice.
- Unit 3: Investigation, ideas, artworks and the Creative Practice.
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice.

Unit 1: Interpreting artworks and exploring the Creative Practice

Course Description

In Unit 1, students explore ideas through making and responding using experiential learning and the Creative Practice. They act as both artist and audience, learning how artworks can communicate meaning and influence others.

Students study how artists from different cultures, times and places express ideas, focusing on themes of personal identity. They analyse artworks using the structural and personal lenses and develop their own opinions about meaning and messages in art.

They explore materials, techniques and art forms to create experimental visual responses, developing their skills and creative thinking. Guided by the Creative Practice cycle, students research, explore, experiment, reflect and refine their own artmaking.

Areas of Study

- Artists, artworks and audiences
- The Creative Practice.
- Documenting and reflecting on the Creative Practice.

Unit 2: Interpreting artworks and developing the Creative Practice

Course Description

In Unit 2, students use inquiry learning to explore how artists work both individually and collaboratively. They use the cultural lens, and other interpretive lenses where appropriate, to examine how artists from different cultures and time periods express social and personal ideas through art.

Students look at how cultural and historical contexts influence artists and artworks, and how art can reflect or challenge beliefs, values, events or social movements. They research a range of historical and contemporary artworks and consider how art can serve different purposes in society.

Using the Creative Practice, students develop their own visual responses, influenced by their research. They explore different ways of making and presenting artworks, considering how context shapes meaning in both their own work and the work of others.

Areas of Study

Inquiry learning

- The artist, society and culture.
- The collaborative Creative Practice.
- Documentation of collaboration using the Creative Practice.

Unit 3: Investigation, ideas, artworks and the Creative Practice

Course Description

In Unit 3, students begin building a body of work using Inquiry and project-based learning. They explore and develop ideas through the Creative Practice, experimenting with materials, techniques and processes.

Students research historical and contemporary artists to inform their own work and investigate any issues or themes that emerge. They start by researching one artist, which leads to creating a finished artwork that becomes part of their final body of work across Units 3 and 4.

Throughout this unit, students use interpretive lenses to analyse artworks and reflect on their own creative process. They apply critical and creative thinking to develop, evaluate and refine their ideas and art practice.

Areas of Study

- Investigation and presentation.
- Personal investigation using the Creative Practice.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Course Description

In Unit 4, students continue to build and refine their body of work through project-based and Inquiry learning. They research historical and contemporary artists to guide their own artmaking, using interpretive lenses to analyse artworks and inform their creative decisions.

Students work on resolving and refining their body of work, reflecting on feedback and presenting a final selection of artworks that express their personal ideas. They document their progress using the Creative Practice, which includes both making and responding.

They present their completed body of work to an audience, along with evidence of their creative process. Through this, they demonstrate how the Creative Practice and interpretive lenses helped them explore, shape and communicate meaning in their artworks.

Areas of Study

- Documentation and critique of the Creative Practice.
- Resolution and presentation of a body of work.
- Comparison of artists, their practice and their artworks.

Media (Units 1-4)

Course Description

VCE Media explores the dynamic relationship between media, audiences and the world around us. Students examine how media products are created, distributed and consumed across traditional and digital platforms. Through practical and analytical tasks, they investigate the power of storytelling, representation, influence and audience participation in shaping media. Students also learn to plan, produce and evaluate their own media products using industry-standard tools and techniques.

Units of Study

- Unit 1: Media forms, representations and Australian stories.
- Unit 2: Narrative across media forms.
- Unit 3: Media narratives and pre-production.
- Unit 4: Media production; agency and control in and of the media.

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

Course Description

Students explore how media products are created to communicate meaning and engage audiences. They analyse the role of codes, conventions, narratives and representations across a range of media forms. Students also investigate how audiences interpret and influence media, including the role of Australian and First Nations stories. Through practical work, they create their own media products to apply these ideas in context.

Areas of Study

- Media representations
- Media forms in production.
- Australian stories.

Media - Unit 2: Narrative Across Media Forms

Course Description

In this unit, students explore how fictional and non-fictional narratives are constructed and communicated across different media forms, from film and television to photography, games and online platforms. They analyse how media codes, conventions and technologies shape the design, production and reception of stories. Students examine how changing technologies influence audience engagement and challenge traditional ideas of narrative structure. Through hands-on production work, students create their own narratives using techniques suited to their chosen media form.

Areas of Study

- Narrative, style and genre.
- Narratives in production.
- Media and change.

Media - Unit 3: Media Narratives, Contexts and Pre-production

Course Description

In this unit, students closely analyse a selected media narrative to understand how stories are constructed using media codes, conventions and cause-and-effect structures. They explore how different contexts, such as social, political and cultural influences, shape the way media narratives are produced and interpreted by audiences. Through this analysis, students build their media language and deepen their understanding of storytelling techniques across various forms. They also begin developing their own media product by selecting a media form of interest, conducting research, and experimenting with technologies to plan and design a media production. Students document their pre-production process through written and visual planning to prepare for production and post-production in Unit 4.

Areas of Study

- Narratives and their contexts.
- Research, development and experimentation.
- Pre-production planning.

Media - Unit 4: Media Production; Agency and Control in and of the Media

Course Description

In this unit, students bring their media ideas to life by completing the production and post-production stages of their media product. They respond to feedback, reflect on their progress, and document how their work evolves throughout the process. Alongside production, students examine the powerful role of the media in shaping and reflecting values in society. They explore how media creators, institutions and audiences influence the way media is produced and consumed, and how governments and regulators respond to emerging challenges. Through case studies and media analysis, students consider how agency and control operate in today's fast-changing media landscape.

Areas of Study

- Media production.
- Agency and control in the media.

Product Design & Technologies - Hard Materials (Units 1-4)

Course Description

Central to VCE Product Design and Technologies is the Double Diamond design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies, students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

Units of Study

- Unit 1: Design practices.
- Unit 2: Positive impacts for end users.
- Unit 3: Ethical product design and development.
- Unit 4: Ethical production and evaluation.

Product Design & Technologies - Hard Materials - Unit 1: Design Practices

Course Description

In this unit, students explore how product designers work, individually and in teams, by researching, generating ideas, and using critical, creative and speculative thinking. They investigate how designers develop products using both manual and digital drawing systems, and they prototype their own design ideas using a variety of materials, tools and processes.

Students analyse and evaluate existing products and learn how technological innovations and design factors influence the design process. They are introduced to the Double Diamond design model and learn how to respond to a design brief.

Through practical tasks, students develop graphical product concepts and use prototyping to propose physical products, while also learning safe and skilled use of tools to work creatively and effectively.

Areas of Study

- Developing and conceptualising designs.
- Generating, designing and producing.

Product Design & Technologies - Hard Materials - Unit 2: Positive Impacts for End Users

Course Description

In this unit, students explore how inclusive design can improve belonging, access, usability and equity for end users. They research both local and global needs and consider social and physical factors that influence design.

Students create a profile of an end user, identify specific needs or opportunities, and design a product that has a positive impact. They also explore cultural influences, including how Aboriginal and Torres Strait Islander peoples design with care for Country and how culture and tradition are reflected in sustainable and contemporary design.

Students are encouraged to reflect on their own heritage or cultural identity as part of the design process.

Areas of Study

- Opportunities for positive impacts for end users.
- Designing for positive impacts for end users.
- Cultural influences on design.

Product Design & Technologies - Hard Materials - Unit 3: Ethical Product Design and Development

Course Description

In this unit, students research a real-world need or opportunity—personal, local, or global—with a clear focus on ethical considerations. Using the Double Diamond design process and design thinking, they develop a design brief, generate product concepts, and create a final proof of concept that responds to the needs of a specific end user.

Students explore how designers address social, environmental, and economic concerns, such as sustainability, production methods, material choices, and product lifecycles. They investigate products across a range of industries, including iconic designs, fast-to-market products, designs that last, and those that can be reused or disassembled.

Throughout the unit, students apply ethical research methods, test and refine ideas, and prototype their selected product concept. They also create a production plan and use it to safely make a product that demonstrates ethical and responsible design.

Areas of Study

- Influences on design, development and production of products.
- Investigating opportunities for ethical design and production.
- Developing a final proof of concept for ethical production.

Product Design & Technologies - Hard Materials - Unit 4: Production and Evaluation of Ethical Designs

Course Description

In this unit, students continue working as designers by safely producing the ethical product they developed in Unit 3. They refine their skills using materials, tools and processes in their chosen design area, following their scheduled production plan and making adjustments as needed.

Students apply ethical research methods to gather feedback from their end user(s) and use this input to improve their design. They also explore how speculative design thinking and awareness of emerging technologies and market trends can lead to innovation and entrepreneurship.

Students evaluate their final product and compare it to existing designs. They use data and criteria to suggest future improvements, and reflect on how designers can be forward-thinking, responsible and innovative in their approach.

Areas of Study

- Managing production for ethical designs.
- Evaluation and speculative design.

Product Design & Technologies - Soft Materials (Units 1-4)

Course Description

Central to VCE Product Design and Technology is the Double Diamond design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

Units of Study

- Unit 1: Design practices.
- Unit 2: Positive impacts for end users.
- Unit 3: Ethical product design and development.
- Unit 4: Ethical production and evaluation.

Product Design & Technologies - Soft Materials - Unit 1: Design Practices

Course Description

In this unit, students explore how product designers work, individually and in teams, by researching, generating ideas, and using critical, creative and speculative thinking. They investigate how designers develop products using both manual and digital drawing systems, and they prototype their own design ideas using a variety of materials, tools and processes.

Students analyse and evaluate existing products and learn how technological innovations and design factors influence the design process. They are introduced to the Double Diamond design model and learn how to respond to a design brief.

Through practical tasks, students develop graphical product concepts and use prototyping to propose physical products, while also learning safe and skilled use of tools to work creatively and effectively.

Areas of Study

- Developing and conceptualising designs.
- Generating, designing and producing.

Product Design & Technologies - Soft Materials - Unit 2: Positive Impacts for End Users

Course Description

In this unit, students explore how inclusive design can improve belonging, access, usability and equity for end users. They research both local and global needs and consider social and physical factors that influence design.

Students create a profile of an end user, identify specific needs or opportunities, and design a product that has a positive impact. They also explore cultural influences, including how Aboriginal and Torres Strait Islander peoples design with care for Country and how culture and tradition are reflected in sustainable and contemporary design.

Students are encouraged to reflect on their own heritage or cultural identity as part of the design process.

Areas of Study

- Opportunities for positive impacts for end users.
- Designing for positive impacts for end users.
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Course Description

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Students explore how designers address social, environmental, and economic concerns, such as sustainability, production methods, material choices, and product lifecycles. They investigate products across a range of industries, including iconic designs, fast-to-market products, designs that last, and those that can be reused or disassembled.

Throughout the unit, students apply ethical research methods, test and refine ideas, and prototype their selected product concept. They also create a production plan and use it to safely make a product that demonstrates ethical and responsible design.

Areas of Study

- Influences on design, development and production of products.
- Investigating opportunities for ethical design and production.
- Developing a final proof of concept for ethical production.

Product Design & Technologies - Soft Materials - Unit 4: Production and Evaluation of Ethical Designs

Course Description

In this unit, students continue working as designers by safely producing the ethical product they developed in Unit 3. They refine their skills using materials, tools and processes in their chosen design area, following their scheduled production plan and making adjustments as needed.

Students apply ethical research methods to gather feedback from their end user(s) and use this input to improve their design. They also explore how speculative design thinking and awareness of emerging technologies and market trends can lead to innovation and entrepreneurship.

Students evaluate their final product and compare it to existing designs. They use data and criteria to suggest future improvements, and reflect on how designers can be forward-thinking, responsible and innovative in their approach.

Areas of Study

- Managing production for ethical designs.
- Evaluation and speculative design.

Visual Communication Design (Units 1-4)

Course Description

Visual Communication Design involves the manipulation of type and imagery to solve problems and communicate ideas effectively. Students learn to choose and combine manual and digital methods and materials for specific contexts, purposes, and audiences. Through a design process and convergent and divergent thinking strategies, they discover, define, develop, and deliver design solutions. Students consider factors such as aesthetic impact, economic, technological, environmental, cultural and social influences, and ethical and sustainable design practices. They also learn about the relationships between design, place, and time, and acknowledge Aboriginal and Torres Strait Islander design knowledge, histories, traditions, and practices.

Units of Study

- Unit 1: Finding, reframing and resolving design problems.
- Unit 2: Design contexts and connections.
- Unit 3: Visual communication in design practice.
- Unit 4: Delivering design solutions.

Visual Communication Design - Unit 1: Finding, Reframing and Resolving Design Problems

Course Description

In Unit 1, students explore how designers identify and solve human-centred design problems to improve life for individuals and communities. They use collaborative research methods to understand the needs of users and create a design brief based on these insights.
Students are introduced to the VCD design process, using both divergent and convergent thinking to develop creative solutions. They learn how ideas about good design have changed over time and across specialist fields.
Through practical tasks, students design messages and objects, using visual language to communicate clearly. They apply the develop and deliver stages of the design process, using tools and techniques from communication and industrial design. Projects explore branding, product design, and sustainable design, while encouraging reflection on how design is influenced by economic, cultural, social, environmental, and technological factors.

Areas of Study

- Reframing design problems.
- Solving communication design problems.
- Design's influence and influences on design

Visual Communication Design - Unit 2: Design Contexts and Connections

Course Description

In Unit 2, students apply the full Visual Communication Design process to explore how design connects with people, place and purpose. They use human-centred research and ideas of good design to create practical solutions in the areas of environmental and interactive design.
Students explore the roles of designers in fields such as architecture, interior design, and UX (user experience), developing concepts for spaces and digital experiences. They experiment with methods, media, materials, and apply the design elements and principles to communicate ideas effectively.
Projects encourage students to consider how design creates emotional impact, and how the past and present—including cultural traditions and design movements—can influence the future of design. They also learn about culturally respectful practices, including protocols around using Aboriginal and Torres Strait Islander knowledge, and explore issues like intellectual property.
Students continue to participate in design critiques, improving their ability to explain and justify their choices while building confidence through feedback and reflection.

Areas of Study

- Design, place and time.
- Cultural ownership and design.
- Designing interactive experiences.

Visual Communication Design - Unit 3: Visual Communication in Design Practice

Course Description

In Unit 3, students explore how contemporary designers work across fields such as communication, product, environmental, and interactive design. They learn about the processes, responsibilities, and relationships involved in professional practice and how visual language is used to solve design problems and communicate ideas.

Students investigate how design responds to different needs and situations, examining aesthetic qualities, purpose, function, and impact in real-world examples. They apply this understanding as they begin their own design project, using the discover, define and develop stages of the VCD design process.

They research a real or fictional client, identify two distinct communication needs, and write a design brief. Then, they generate and test design ideas for each need, using feedback and design critiques to help them improve. These ideas will be further developed and resolved in Unit 4.

Areas of Study

- Professional design practice.
- Design analysis.
- Design process: defining problems and developing ideas.

Visual Communication Design - Unit 4: Delivering Design Solutions

Course Description

In Unit 4, students continue using the VCD design process to develop and finalise design solutions for two different communication needs. They review, test and refine the design ideas created in Unit 3, making changes based on feedback, research and their original design brief.

Students use an iterative process, revisiting and improving their ideas with a focus on strong visual language, and experimenting with manual and digital methods, media, materials, and the design elements and principles. They also test their ideas through mock-ups, models or low-fidelity prototypes.

Once their concepts are resolved, students create and present a pitch to explain and justify their design decisions. After receiving feedback, they complete their final refinements. Each final presentation should be distinct in both purpose and format, clearly meeting the requirements set out in their brief.

Areas of Study

- Design process: refining and resolving design concepts.
- Presenting design solutions

2027 Course Guide
Warragul

VCE - Years 11 & 12

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