

*Every day, a discovery.*

# VCE Curriculum Handbook

one in the spirit

# VCE

# Curriculum Handbook

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The information contained in this publication is correct at the time of printing but may be subject to change.

Students and parents are advised to refer to the school website [www.caseygrammar.vic.edu.au](http://www.caseygrammar.vic.edu.au) for the most recent updates, prior to making subject selections.

# VCE

## Overview

### Introduction

The Victorian Certificate of Education (VCE) is completed over two years = four semesters.

Units 1 & 2 are usually completed in Year 11 and Units 3 & 4 are usually completed in Year 12.

Each unit per semester includes:

- 50-60 hours in class
- 30 hours of structured homework
- 20-30 hours of independent study (revision)

At Casey Grammar School we expect students undertaking the VCE ATAR Course to satisfactorily complete a minimum of 22 units.

They should:

- Complete 4 units from the English group
- Complete 6 units per semester in Year 11
- Complete 5 units per semester in Year 12

At Casey Grammar School we expect students undertaking VCE Pathways to satisfactorily complete a minimum of 16 CGS based units including VET or School Based Apprenticeship.

- 4 English units
- At least 2 Mathematics units
- 4 Industry and Enterprise units
- Up to 6 units of additional VCE subject
- a VET subject or a School Based Apprenticeship

Subject requests will be made via the Subject Request form completed by each student and discussed with the student's Head of House. Pathways course request form can be obtained at this interview from the Head of House.

Students will be notified of allocated subjects at the end of Term 3. Classes will proceed depending on student numbers.

# VCE Overview

## Study

Casey Grammar School provides students with a variety of learning opportunities within and beyond the regular classroom structure. These may include field trips, camps, lectures and classes during term breaks, classes before and after school hours, and lunchtime tutorials. It is a condition of enrolment that students attend these learning opportunities and fully commit to the CGS VCE program.

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a Study Session of concentrated, uninterrupted application several times a week. The table indicates total study time which can be divided into manageable study sessions. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercises
- Practising skills
- Reading - as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activities
- Reviewing work - students must develop a routine of regular review as tests and exams form a substantial percentage of each term's results.
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

Home Study Time	
Year Level	Study Time per week
Year 7	5 x 1 hour
Year 8	7 x 1 hour
Year 9	9 x 1 hour
Year 10	10 x 1 hour
Year 11	12 x 1 hour
Year 12	18 x 1 hour

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, "No home study tonight!" Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have 'too much' homework might actually be working on material that should have been completed during class time. In such situations a review of the student's learning behaviours will take place in conjunction with the class teacher.

# VCE

## Overview

### Selecting a VCE Program

It is very important that students consult the study outlines in the handbook before they select their program.

Many of the decisions made about subject choices at the end of Year 10 can affect access to study and career options in later years. It is extremely important that wise and informed decisions are made.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

#### 1. Future Options

In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

#### 2. Prerequisite Subjects for Tertiary Courses

Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

#### 3. Interests and Abilities

It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

In most cases, students will be encouraged to take a course of study in VCE which may broadly represent one of the following areas of study:

- Humanities / General
- Business
- Science / Engineering
- Performing Arts / Music
- Health / Sport / Physical Education
- Art and Design

It will not, however, be compulsory to choose a program only within these areas of study. Students may combine areas of study.

Please note: the following diagrams are an overall representation of Units in these areas; it cannot display all intricacies of subject choice or individual possibilities.

#### 4. Entry Point skills

Entry Point skills are recommendations that enable a student to perform in a confident manner within a subject. While all subjects require an 'At Standard' result in Year 10 English, some have specific skill requirements. We strongly advise that students carefully consider if they have met the requirements at the Year 10 level. Students who do not possess the skills may be in jeopardy of not meeting the requirement of the subject and receive a Non Satisfactory result or receive low grades in assessments. These Entry Point Skills will be discussed in pre-VCE interview process.

# VCE Overview

## Humanities / General

Year 11	Year 12	
Unit 1 & 2	Unit 3 & 4	<b>Alternative Options</b> Unit 3 & 4 Psychology, Studio Arts, Applied Computing, Outdoor and Environmental Studies, French, Business Management
English or Literature	English or Literature	<b>Career Pathways</b> Justice Law Education Health Sciences Arts Degree Nursing Occupational Therapy Journalism Child Care Youth and Social Work Police
Legal Studies	Legal Studies	
French/Psychology	French/Psychology	
General Mathematics	Further Mathematics	
History	History	

# VCE Overview

## Business

Year 11	Year 12	<b>Alternative Options</b> Unit 3 & 4 Psychology, Studio Arts, Applied Computing, Outdoor and Environmental Studies, French, Economics
Unit 1 & 2	Unit 3 & 4	
English	English	<b>Career Pathways</b> Management Business Administration Social Sciences Accounting Hospitality Tourism Law Justice Public Relations Marketing Human Resource Management International Trade Commerce (with Mathematical Methods)
Legal Studies	Legal Studies	
Business	Business	
Accounting	Accounting	
Either Mathematics	Either Mathematics	

## Science / Engineering

Year 11	Year 12	<b>Alternative Options</b> Unit 1 & 2 Biology, Business Management, History, Visual Communication and Design, French Unit 3 & 4 Psychology, Studio Arts, Applied Computing, Outdoor and Environmental Studies, French
Unit 1 & 2	Unit 3 & 4	
English	English	<b>Career Pathways</b> Medicine Biomedicine Engineering Physiotherapy Radiology Architecture Chemist Physicist Biologist Psychologist Environmental Science
Mathematical Methods	Mathematical Methods	
Chemistry	Chemistry	
Physics	Physics	
Biology	Biology	

# VCE Overview

## Performing Arts / Music

Year 11	Year 12	Alternative Options Unit 1 & 2 Biology, Business Management, History, Visual Communication and Design, Mathematical Methods, General Mathematics, French Unit 3 & 4 Psychology, Studio Arts, Legal Studies, Physical Education, French
Unit 1 & 2	Unit 3 & 4	
English or Literature	English or Literature	Career Pathways
Music	Music	Performing Arts Actor Education Theatre Technician Sound Engineer Musician Media Communications Film Television Information Technology
Drama	Drama	
Applied Computing	Applied Computing	
Either Mathematics	Either Mathematics	

## Health / Sport / Physical Education

Year 11	Year 12	Alternative Options Unit 1 & 2 Chemistry, Economics, Music, Accounting, Physics, Drama, Biology, Business Management, History, Visual Communication and Design
Unit 1 & 2	Unit 3 & 4	
English or Literature	English or Literature	Career Pathways
Health	Health	Education Adventure Recreation Human Movement Eco Tourism Sports Management Fitness Training Environmental Science Sports Rehabilitation Exercise Science Physiotherapy (with Mathematical Methods)
Physical Education	Physical Education	
Outdoor and Environmental Studies	Outdoor and Environmental Studies	
General Mathematics	General Mathematics	



# VCE Overview

## Art and Design

Year 11	Year 12	<b>Alternative Options</b> Unit 1 & 2 Chemistry, Economics, Music, Accounting, Physics, Drama  <b>Career Pathways</b> Teaching Design Fashion Publicity Gold and Silver Smithing Sign-writing Visual Merchandising Illustration Animation Photography Furniture Making Cabinet Making Fine Arts Jewellery Making
Unit 1 & 2	Unit 3 & 4	
English	English	
Studio Arts	Studio Arts	
Visual Communication and Design (VCD)	Visual Communication and Design (VCD)	
Product Design & Technology	Product Design & Technology	
Either Mathematics	Either Mathematics	

## Prerequisites Mathematics

Many tertiary courses have prerequisites in the area of Mathematics. As such, it is important to be aware of any such prerequisites.

Year 10	Year 11	Year 12	
Foundation	Foundation 1 & 2		Completion of Foundation Mathematics does not allow access to a Unit 3 & 4 study of mathematics.
Core or Advanced	General Mathematics	Further Mathematics	Successful completion of General Mathematics allows students to attempt Further Mathematics at Year 12.
Advanced	Mathematical Methods 1 & 2	Further Mathematics	Mathematical Methods 1 & 2 are assumed knowledge for Mathematical Methods 3 & 4.
	or		
	Mathematical Methods 1 & 2	Mathematical Methods 3 & 4	
	and		
	Specialist Mathematics 1 & 2	Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 (not on offer in 2021)	Specialist Mathematics is for students who are passionate about studying high levels of Mathematics at a university level (Mathematics, Science and Engineering) but is not compulsory for the majority of tertiary courses.

# VCE

## Casey Pathways

Casey Pathways is a two year program that allows students to obtain both their VCE certificate and industry standard skills, qualifications and work experience. This pathway will prepare students for apprenticeships, the work place and TAFE Diploma and Certificate IV courses.

In Year 1 Students complete

- Unit 1 and 2 English
- Unit 1 and 2 Mathematics (either General Mathematics or Foundation Mathematics)
- A VCE Units 1 and 2 of their choice
- Unit 1 and 2 Industry and Enterprise
- A VET subject –out of School or a School Based Apprenticeship

In Year 2 Students complete

- Units 3 and 4 English
- Units 3 and 4 Further Mathematics (or a Unit 3 and 4 subject of their choice)
- Units 3 and 4 VCE subject
- Units 3 and 4 Industry and Enterprise
- VET or a School Based Apprenticeship

## Industry and Enterprise

VCE and Industry develops skills and encourages appropriate attitudes and behaviour in students that allows them to recognise opportunity, manage risks and mobilise resource in relation to community and work settings.

Career pathways today are complex and ever changing and traditional meanings of work are no longer applicable to all careers. VCE Industry and Enterprise enables students to develop personal career goals and pathways and encourages them to develop enterprising behaviour in personal, work, social and community settings.

After completing the relevant occupational health and safety induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning for each unit.

### Unit 1: Workplace Participation

Students will:

Develop work-related skills by actively exploring their individual career goals and pathways, observe industry and employment trends and analyse current and future work options.

Build work-related skills that assist in dealing with issues affecting participants in the workplace.

Research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

# VCE

## Casey Pathways

### Unit 2: Being Enterprising

Learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings.

Students investigate the characteristics and qualities of successful entrepreneurs in different settings and investigate the relationship between leadership behaviour and the development of an individual's work related skills.

Students analyse the impact of one significant issue on an Australian industry and consider if the industry has responded in an enterprising way.

### Unit 3: Enterprise Culture

Examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders.

Explore the role and impact of four forces for change: the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture with an industry.

### Unit 4: Industry Change and innovation

Investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace. Investigate innovation and evaluate its importance for a selected Australian industry.

## VET

Will be organised through the Casey Grammar Careers and Student Pathways Department in partnership with Chisholm TAFE. Applications must be made by the first week of November. See page 36.

## Australian School-based Apprenticeship

An Australian Apprenticeship is undertaken part-time while the student is at school. An Australian School-based Apprenticeship arrangement combines paid employment as an apprentice or a trainee, off-the-job vocational training and senior secondary school studies.

An Australian School-based Apprenticeship provides senior secondary school students with hands-on industry experience and the ability to work towards or complete a nationally recognised qualification while they complete their senior school certificate.

Students looking to undertake a School Based Apprenticeship will be given assistance to look for an appropriate work place through the Casey Grammar Careers and Student Pathways Department.

# VCE

## Units 1-4

### English

Language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) courses are divided into three key areas: Reading and Creating Texts, Analysing and Presenting Arguments and Reading and Comparing Texts.

Year 11		Year 12	
<p><b>Unit 1</b> Reading and Creating texts Analysing and presenting argument</p>	<p><b>Unit 2</b> Reading and comparing texts Analysing and presenting argument</p>	<p><b>Unit 3</b> Reading and creating texts Analysing argument</p>	<p><b>Unit 4</b> Reading and comparing texts Presenting argument</p>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Read and respond to texts analytically and creatively and explore how meaning is created in a text</li> <li>• Students produce analytical and creative responses to texts</li> <li>• Analyse the construction of texts that attempt to influence an audience</li> <li>• Students produce a text intended to position an audience</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, issues and themes between texts</li> <li>• Analyse arguments and use persuasive language techniques intended to position an audience</li> </ul>		<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Read and respond to texts analytically and creatively</li> <li>• Students produce an analytical interpretation of a selected text, and a creative response to a different selected text</li> <li>• Students analyse and compare the use of argument and language in texts that debate a topical issue</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes</li> <li>• Construct a sustained and reasoned point of view on an issue currently debated in the media</li> </ul>	

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Foundation Mathematics Unit 1 & 2

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. Foundation Mathematics provides for the continuing mathematical development of students entering VCE who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year

There are three areas of study covered over Units 1 and 2, they are Space, shape and design, Patterns and number, and Data and measurement. There are three outcomes for each area of study. The first to use a range of mathematical concepts, skills to solve problems based on a range of everyday and real-life contexts. The second to use mathematical processes to solve practical problems in both familiar and new contexts, and communicate their results. The third to use technology to solve problems in practical contexts.

#### Year 11

##### Unit 1 Foundation Mathematics

##### Unit 2 Foundation Mathematics

#### Topics to be studied

##### Unit 1 & 2

- Mathematical skills
- Finance
- House and land
- Sport
- Water wise
- Musical production
- Travelling
- Car safety

#### Assessment:

Unit 1 & 2: Combination of workbook, tests, assignments and exam.

#### Entry Point Skills

- Foundation is suitable for students who have completed 10 Foundation, a modified year 10 course or who have an interest in doing a Unit 1 & 2 maths but not a Unit 3 & 4 study in mathematics.

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### General Mathematics / Further Mathematics

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and applied computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem solving. General Mathematics / Further Mathematics involves a core component of data and financial mathematics with optional modules including matrices, networks, geometry and trigonometry, with linear graphs and relations.

Year 11 General Mathematics		Year 12 Further Mathematics	
Unit 1 General Mathematics	Unit 2 General Mathematics	Unit 3 Further Mathematics	Unit 4 Further Mathematics
<p>Students will learn to solve routine problems using procedures and applying their knowledge to unfamiliar problems. Students will make appropriate use of technology with a strong focus on developing their skills using a CAS calculator.</p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Topics covered include computational and practical arithmetic, financial arithmetic, matrices, and measurement.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Topics covered include networks, univariate and bivariate data and applications of trigonometry.</li> </ul>		<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Core Component consisting of univariate data, bivariate data, time series and regression (40% of the course)</li> <li>Extension of core (20%) for the recurrence relations, interest and depreciation, loans, investment and asset values</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>First of two modules- geometry and trigonometry (20% of the course)</li> <li>Second of two modules- matrices (final 20%)</li> <li>One of the above two modules can be replaced with networks and/or linear graphs and relations</li> </ul>	

#### Entry Point Skills

- Averaged at least 60% in Semester 2 Mathematics in Year 10 core Mathematics
- Competent in analysing graphs, charts and data, as well as using the CAS calculator

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Mathematical Methods

Mathematical Methods Units 1 & 2 are completely proscribed and provide an introductory study of simple elementary functions of a single real, variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units. Students wishing to do well are strongly encouraged to do Specialist Unit 1 & 2 as well as Mathematical Methods Unit 1 & 2, though this is not a requirement. Mathematical Methods Units 3 & 4 provide a background for further study in areas such as Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics, Medicine and Education.

Both Unit 1 & 2 and Units 3 & 4 have four areas of study, Functions and graphs, Algebra, Calculus and Probability and statistics. Each area of study has three assessable outcomes. The first is to define and explain key concepts and apply a range of mathematical routines to solve problems. The second to apply mathematical processes to non-routine contexts and the third to use technology to model and investigate.

Year 11		Year 12	
Unit 1 Mathematical Methods	Unit 2 Mathematical Methods	Unit 3 Mathematical Methods	Unit 4 Mathematical Methods
<p><b>Topics Studied</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• There is a heavy focus on analysing, graphing and modelling of a variety of functions including linear, quadratics, polynomials, power functions.</li> <li>• Correct mathematical notation is developed and the concept of transformations and of rate of change is explored.</li> <li>• Students extend on their understanding of probability.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Students explore exponentials and logarithmic functions and circular functions</li> <li>• There is a strong focus on calculus with the study of instant and average rate of change and anti-differentiation</li> <li>• Counting strategies are studied</li> </ul>		<p><b>Unit 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• In Unit 3 there is an emphasis on functions and relations. The functions considered include linear, polynomials, exponentials, logarithms, circular functions, and further functions.</li> <li>• Connections are made between functions in the study composite functions, transformations, including matrices and notation.</li> <li>• Unit 4 has a heavier focus on calculus as students use differentiation and integration in modelling and analysing functions.</li> <li>• Understanding of probability is extended to consider discrete and random variables</li> <li>• Students study a variety of distributions (binomial, continuous and normal) and investigate sampling and statistical inference.</li> </ul>	

#### Entry Point Skills

- Averaged at least 60% in Mathematics in Year 10 Advanced Mathematics and/or 80% in Core Mathematics
- Competent in analysing graphs, recognising patterns and technology usage, including CAS calculator

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Specialist Mathematics Unit 1 & 2

Specialist Units 1 & 2 complements the Mathematical Methods Unit 1 & 2 course, studies are best studied concurrently. Specialist comprises a combination of prescribed and selected non-calculus based topics and provides A course of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. Specialist Unit 1 & 2 in conjunction with Mathematical Methods Units 1 & 2, provides preparation for Specialist Mathematics Units 3 and 4 and covers assumed knowledge and skills for those units.

Students undertaking Specialist Mathematics Unit 3 & 4 must also take Mathematical Methods Units 3 & 4, they are encouraged to do this in the same academic year. Studies in Specialist Mathematics provide a strong foundation for students wishing to explore further study in areas such as Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics and Medicine.

Year 11		Year 12	
Unit 1 Specialist Mathematics	Unit 2 Specialist Mathematics	Unit 3 Specialist Mathematics	Unit 4 Specialist Mathematics
<p><b>Areas of Study for Unit 1 &amp; 2:</b></p> <ol style="list-style-type: none"> <li>Algebra and structure</li> <li>Arithmetic and number</li> <li>Discrete mathematics</li> <li>Geometry, measurement and trigonometry</li> <li>Graphs of linear and non-linear relations</li> <li>Statistics</li> </ol> <p><b>Topics to be studied:</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Number systems, sets and variation</li> <li>Sequences and series</li> <li>Algebra: polynomial identities and partial fractions.</li> <li>Circle geometry</li> <li>Trigonometric ratios and applications</li> <li>Number and proof</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Graphing techniques</li> <li>Complex numbers and polar coordinates</li> <li>Vector</li> <li>Kinematics</li> <li>Trigonometric Identities</li> <li>Sampling and sampling distributions</li> </ul>		<p>Specialist Maths Unit 3 &amp; 4 is not offered in 2021; it may be offered in 2022.</p> <p><b>Areas of Study for Unit 3 &amp; 4</b></p> <p><b>The Specialist Mathematics course consists of 6 fully prescribed areas of study:</b></p> <ol style="list-style-type: none"> <li>Functions, relations and graphs</li> <li>Algebra</li> <li>Calculus</li> <li>Vectors</li> <li>Mechanics</li> <li>Probability and Statistics</li> </ol>	

#### Entry Point Skills

- Students must also do Mathematical Methods Unit 1 & 2.
- Competent in analysing graphs, recognising patterns and technology usage, including CAS calculator



# VCE

## Units 1 - 4

### Accounting

The study of Accounting focuses on the financial recording, reporting and decision-making processes that are required of a sole proprietor small business. You will study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

Year 11		Year 12	
<p><b>Unit 1</b> Role of accounting in business</p>	<p><b>Unit 2</b> Accounting and decision-making for a trading business</p>	<p><b>Unit 3</b> Financial accounting for a trading business</p>	<p><b>Unit 4</b> Recording, reporting, budgeting and decision-making</p>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Explore the establishment of a business and the role of accounting in the determination of business success or failure</li> <li>Analyse, interpret and evaluate the performance of the business using financial and non-financial information</li> <li>Use these evaluations to make recommendations regarding the suitability of a business as an investment</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports</li> <li>Predict, budget and compare the potential effects of alternative strategies on the performance of the business</li> <li>Develop and suggest to the owner strategies to improve business performance</li> </ul>		<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and perpetual method inventory recording</li> <li>Investigate both the role and importance of budgeting in decision-making for a business</li> <li>Analyse and interpret accounting reports and graphical representations to evaluate the performance of a business</li> <li>Suggest strategies to business owners to improve business performance</li> </ul>	

#### Entry Point Skills

- 'At standard' result for Year 10 Mathematics

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Biology

Biology is the study of living things examining familiar and complex multi-cellular organisms that live in the many different habitats of our biosphere as well as single celled micro-organisms that live in seemingly inhospitable conditions. It enables students to understand that, despite diverse ways of meeting the challenges to survival, all living things have many structural and functional characteristics in common.

Year 11		Year 12	
<b>Unit 1</b> How do living things stay alive?	<b>Unit 2</b> How is continuity of life maintained?	<b>Unit 3</b> How do cells maintain life?	<b>Unit 4</b> How does life change over time?
<b>Unit 1</b> <ul style="list-style-type: none"><li>Investigate and explain how cellular structures and systems function to sustain life</li><li>Explain how various adaptations enhance the survival of an organism</li><li>Design and undertake practical investigation related to the survival of an organism</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>Investigate the advantages and disadvantages of asexual and sexual reproduction</li><li>Explore patterns of inheritance</li><li>Investigation of an issue in relation to genetics and/or reproductive science</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>Investigate how cellular processes work</li><li>Explore cell communication in response to immunity</li><li>Practical investigation task</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>Examine evidence for the evolution of life forms over time.</li><li>Investigate DNA tools and techniques used to manipulate DNA</li><li>Design and undertake an investigation related to cellular processes and/or biological change and continuity over time</li></ul>	

#### Entry Point Skills

- Average at least 70% or above in Year 10 Science
- Display independent practical skills
- A Science Extension elective is recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Business Management

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

Year 11		Year 12	
<b>Unit 1</b> Planning a business	<b>Unit 2</b> Establishing a business	<b>Unit 3</b> Managing a business	<b>Unit 4</b> Transforming a business
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Explore the factors affecting business ideas</li> <li>Internal and external environments within which businesses operate, and the effect of these on planning a business</li> <li>Decision-making and planning of a businesses, including a business simulation activity</li> <li>Legal, political, social, economic, technological, global and corporate social responsibility factors</li> <li>Business models, legal business structures and staffing</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Complying with legal requirements</li> <li>Establish a system of financial record keeping</li> <li>Essential features of effective marketing</li> <li>Processes undertaken when recruiting, selecting, development and induction of staff</li> <li>Analysis of various management practices and applying this knowledge to contemporary business case studies</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Key processes when managing a business to achieve the business objectives</li> <li>Key characteristics of businesses and their stakeholders</li> <li>Corporate culture, management styles, management skills and the relationship between each of these</li> <li>Strategies to manage and motivate staff and business operations to meet objectives</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Reviewing key performance indicators to determine current performance</li> <li>Strategic management practices to position a business for the future</li> <li>Study of theoretical model to undertake and manage change</li> <li>Responding to evaluation data and the importance of leadership in change management</li> <li>Analysis of various management practices and applying this knowledge to contemporary business case studies</li> </ul>	

#### Entry Point Skills

- A commerce elective recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Chemistry

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In addition, chemistry is applied in many fields of endeavour including dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology and veterinary science.

Year 11		Year 12	
<b>Unit 1</b> How can the diversity of materials be explained?	<b>Unit 2</b> What makes water such a unique chemical?	<b>Unit 3</b> How can Chemical processes be designed to optimise efficiency?	<b>Unit 4</b> How are organic compounds categorised, analysed and used?
<b>Unit 1</b> <ul style="list-style-type: none"><li>Relate the position of elements in the Periodic Table to their properties, and calculate mole quantities.</li><li>The development and use of materials for specific purposes is an important human endeavour</li><li>Investigation of the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>•Exploration of the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis</li><li>Examination of the structure and bonding within and between water molecules in-order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox</li><li>Design and undertake a quantitative laboratory investigation related to water quality</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>Analyse the global demand for energy and materials around the world</li><li>Exploration of energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment</li><li>Apply rate and equilibrium principles as well as construct and test galvanic and electrolytic cells</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>Exploration of carbon as the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life</li><li>Investigation of the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food</li><li>Design and undertake a practical investigation related to energy and/or food</li></ul>	

#### Entry Point Skills

- Average at least 80% in Year 10 Science
- Display independent practical skills
- A Science Extension elective is recommended
- 'At standard' result for Year 10 Mathematics

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Applied Computing

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

Year 11		Year 12	
Unit 1 Applied Computing	Unit 2 Applied Computing	Units 3 and 4 Data Analytics	Units 3 and 4 Software Development
<p><b>Unit 1 Applied Computing</b></p> <ul style="list-style-type: none"><li>• Data and graphic solutions. Students learn to present various forms of data in an exciting graphic form, data analysis and visualisations.</li><li>• Programming. Students learn to program using scripting or programming tools</li></ul> <p><b>Unit 2 Applied Computing</b></p> <ul style="list-style-type: none"><li>• Innovative solution to an identified need or opportunity involving a digital system.</li><li>• Examine the capabilities and vulnerabilities of a network solution, discuss the threats to data and information</li></ul>		<p><b>Unit 3 &amp; 4 Data Analytics</b></p> <ul style="list-style-type: none"><li>• Organisations and data management</li><li>• Data analytics and making conclusions</li><li>• Presenting analytical findings and data visualisations</li><li>• Problem solving methodology and project management</li><li>• Managing data and security</li></ul> <p><b>Unit 3 &amp; 4 Software Development</b></p> <ul style="list-style-type: none"><li>• Programming practice and interpreting designs</li><li>• Analysis and design, and determining the need for a software solution</li><li>• Software solutions, developing and evaluating various solutions and project plans</li><li>• Interactions and impact of how the integrity of supplied data to one system affects others</li></ul>	

#### Entry Point Skills

- Have a genuine passion for technology
- An understanding of basic programming and web design skills

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Drama

The study of Drama focuses on the creation and performance of characters, narratives and stories utilizing different performance styles. Students draw on a range of contexts and use role and expressive skills to create, embody and present dramatic works. They develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to both their own performance work, and that of professional productions.

Year 11		Year 12	
<b>Unit 1</b> Introducing Performance Styles	<b>Unit 2</b> Australian Identity	<b>Unit 3</b> Devised Ensemble Performance	<b>Unit 4</b> Devised Solo Performance
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Develop an awareness and understanding of how characters are portrayed through different performance styles</li> <li>Study of theatre practitioners</li> <li>Create an ensemble performance based on a prescribed structure</li> <li>Exploring dramatic and stagecraft elements, conventions and performance styles</li> <li>Analysis of a professional production</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Study of an Australian identity evident in contemporary drama practice</li> <li>Creation and presentation of a solo performance</li> <li>Analysis of a professional production</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Focus on drama and theatre from a diverse range of performance traditions</li> <li>Creation, development and presentation of an ensemble performance using dramatic elements, conventions, stagecraft and performance skills</li> <li>Evaluate stages involved in the creation, development and presentation of an ensemble performance</li> <li>Analysis of a professional production</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Create and develop character/s within a short solo performance</li> <li>Develop and perform an extended solo performance in response to a prescribed structure issued by VCAA</li> </ul>	

#### Entry Point Skills

- Performance conventions require an ability to perform publicly

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Economics

Economics is the study of how resources are used to satisfy needs. It is central to understanding why individuals and societies behave as they do. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers and investors.

Year 11		Year 12	
<b>Unit 1</b> The behaviour of consumers and investors	<b>Unit 2</b> Contemporary economic issues	<b>Unit 3</b> Australia's economic prosperity	<b>Unit 4</b> Managing the economy
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse factors that influence decision making</li> <li>Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Explain the factors and policies influencing the economic growth and environmental sustainability</li> <li>Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation</li> <li>Explain the factors influencing global economic issues and consequences associated with actions to address the issue</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Explain how markets operate to allocate resources, and discuss the effect of government intervention</li> <li>Analyse factors affecting the Australian Government's domestic macroeconomic goals and how achieving these may affect living standards</li> <li>Explain and evaluate factors affecting Australia's international transactions</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Evaluate the use of budgetary and monetary policy to influence aggregate demand</li> <li>Discuss aggregate supply policies and their influence on domestic macroeconomic goals and living standards</li> </ul>	

#### Entry Point Skills

- 'At standard' result for Year 10 Mathematics

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### French

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

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

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit 1</b> <ul style="list-style-type: none"><li>Exchange meaning in a spoken interaction in French</li><li>Interpret information from French texts, and respond in writing in French and English</li><li>Present information, concepts and ideas in writing in French</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>Respond in writing in French to spoken, written or visual texts</li><li>Analyse and use information from written, spoken or visual texts to produce an extended written response in French</li><li>Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>Participate in a spoken exchange in French to resolve a personal issue</li><li>Interpret information from texts and write responses in French</li><li>Express ideas in a personal, informative or imaginative piece of writing in French</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>Share information, ideas and opinions in a spoken exchange in French</li><li>Analyse information from written, spoken and viewed texts for use in a written response in French</li><li>Present information, concepts and ideas in evaluative or persuasive writing on an issue in French</li></ul>	

### Entry Point Skills

- Studied the language for at least 200 hours or an 'At Standard' result for Year 10 French

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



# VCE

## Units 1 - 4

### Health and Human Development

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice.

Year 11		Year 12	
<p><b>Unit 1</b> Understanding health and wellbeing</p>	<p><b>Unit 2</b> Managing health and development</p>	<p><b>Unit 3</b> Australia's health in a globalised world</p>	<p><b>Unit 4</b> Health and human development in a global context</p>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Explain multiple dimensions of health and wellbeing</li> <li>Apply nutrition knowledge and the evaluation of nutrition information</li> <li>Interpret data to identify key areas for improving youth health and wellbeing.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Explain developmental changes in the transition from youth to adulthood</li> <li>Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community</li> </ul>		<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Explain the complex, dynamic and global nature of health and wellbeing</li> <li>Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing</li> <li>Analyse relationships between the SDGs and their role in the promotion of health and human development</li> </ul>	

#### Entry Point Skills

- 'At Standard' result for Year 10 Geography

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### History

VCE History enables students to engage with a range of times, people, places and ideas. The topics studied will assist students in understanding their world, other people and even themselves. Students will broaden their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change; the knowledge that the world is not as it has always been and it will change in the future. Fostering the ability to ask meaningful questions, to engage in independent research, and to construct arguments about the past based on evidence. The study of history equips students to take an informed position on historical interpretation and significance, helping them develop as individuals and citizens.

Year 11		Year 12	
<b>Unit 1</b> Twentieth Century History 1918 - 1939	<b>Unit 2</b> Twentieth Century History 1945-2000	<b>Unit 3</b> Revolutions - Russia	<b>Unit 4</b> Revolutions - China
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two</li> <li>Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more conflicts in the period</li> <li>Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people</li> </ul>		<b>Unit 3 and Unit 4</b> (Outcomes apply to both Units 3 & 4) <ul style="list-style-type: none"> <li>Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements</li> <li>Analyse the consequences of revolution and evaluate the extent of change brought to society</li> </ul>	

### Entry Point Skills

- 'At Standard' result for Year 10 History
- History elective recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Legal Studies

VCE Legal Studies investigates the ways in which the law relates to and serves individuals and the community. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Year 11		Year 12	
<b>Unit 1</b> Guilt and Liability	<b>Unit 2</b> Sanctions, Remedies and Rights	<b>Unit 3</b> Rights and Justice	<b>Unit 4</b> The People and the Law
<b>Unit 1</b> <ul style="list-style-type: none"><li>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</li><li>Investigate key concepts of criminal law and civil law.</li><li>Develop an appreciation of the way in which legal principles and information are used</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>Students undertake a detailed investigation of two criminal cases and two civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice</li><li>Develop their understanding of the way rights are protected in Australia and in another country</li><li>Examine a significant case in relation to the protection of rights in Australia</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes</li><li>Students consider the courts within the Victorian court hierarchy</li><li>Explore matters such as the rights available to an accused, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes</li><li>Investigate the extent to which the principles of justice are upheld in the justice system and discuss recent reforms</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution</li><li>Investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform</li></ul>	

#### Entry Point Skills

- Commerce elective recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Literature

The study of literature focuses on the enjoyment and appreciation of reading. It includes discussion, debate and the challenge of exploring the meanings of literary texts. VCE Literature encourages students to develop independent and critical thinking which will assist them in the workforce and in future academic study.

Year 11		Year 12	
<b>Unit 1</b> Approaches to Literature	<b>Unit 2</b> Context and connections	<b>Unit 3</b> Form and transformation	<b>Unit 4</b> Interpreting texts
<b>Unit 1</b> <ul style="list-style-type: none"><li>• Reading practices - students respond to a range of texts and reflect on influences shaping their understanding</li><li>• Ideas and concerns in texts - analysis of the ways texts reflect ideas and concerns in society</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>• The text, the reader and their context - students analyse and respond to a text from a past era or a different culture</li><li>• Exploring connections between texts - students compare different texts and how they influence each other</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>• Adaptations and transformations - how does meaning change if the form of a text is changed?</li><li>• Creative responses to texts - understanding imaginative technique</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>• Literary perspectives - how do ideas and assumptions change our response to a text?</li><li>• Close analysis - students develop detailed responses to all features of the studied text</li></ul>	

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Media

The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. They debate about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Year 11		Year 12	
<b>Unit 1</b> Media forms, representations and Australian stories	<b>Unit 2</b> Narrative across media forms	<b>Unit 3</b> Media narratives and pre-production	<b>Unit 4</b> Media production and issues in the media
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Media representations</li> <li>Technologies of representation</li> <li>Codes and conventions</li> <li>Audience engagement</li> <li>Stages in the media production process including pre-production, production and post-production</li> <li>Analysis of structures in Australian fictional and non-fictional media stories</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Style of media creators and producers in different media forms</li> <li>Narrative structure in different media forms</li> <li>Historical and Cultural context</li> <li>Development and production of Media narratives</li> <li>Digital technologies across media forms</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Characteristics and construction of media narratives in selected media forms</li> <li>Audience engagement, consumption and reading of narratives</li> <li>Media codes and conventions in selected media forms</li> <li>Narrative and ideology</li> <li>Production, distribution and consumption</li> <li>Style and Genre</li> <li>Structural and aesthetic qualities of media products</li> <li>Media production skills</li> <li>Written and visual representations (Media Production Design) for intended media product</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Production of a media product</li> <li>Changing relationship between the media and its audience</li> <li>Media influence and media audience</li> <li>Regulation of the media in Australia</li> </ul>	

### Entry Point Skills

- 'At Standard' result for a folio based Year 10 subject
- Year 10 Photography or Media Studies elective recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Music Performance

Music Performance aims to broaden and enrich students' musical experience, to assist students to develop awareness of the expressive qualities of music and to encourage a life-long engagement with music and music making. Students develop the knowledge of structure, style and musicianship skills. They expand their musical vocabulary and develop language to articulate their understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit 1</b> <ul style="list-style-type: none"><li>• Prepare a program of group and solo works for an end of semester recital</li><li>• Demonstrate and describe instrument specific techniques and their relevance to your performance</li><li>• Be able to write, aurally recognise and describe elements of music</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>• Prepare a program of group and solo works for an end of semester recital</li><li>• Demonstrate and describe instrument specific techniques</li><li>• Write, aurally recognise and describe elements of music</li><li>• Devise a composition or improvisation</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>• Prepare a program of group and solo works for an end of semester recital</li><li>• Demonstrate and describe instrument specific techniques and their relevance to your performance</li><li>• Be able to write, aurally recognise and describe elements of music</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>• Prepare a program of group and solo works for an end of semester recital</li><li>• Demonstrate and describe instrument specific techniques and their relevance to your performance</li><li>• Be able to write, aurally recognise and describe elements of music written by Australian composers/writers after 1980</li></ul>	

#### Entry Point Skills

- At least four years' experience in learning an instrument is recommended
- A comprehensive understanding of Music theory
- Year 10 Music elective required or by interview
- Performance conventions require an ability to perform and play music publicly
- It is strongly recommended that students are having weekly 45-minute instrumental lessons with a private teacher.

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

Year 11		Year 12	
<b>Unit 1</b> Exploring outdoor experiences	<b>Unit 2</b> Discovering outdoor environments	<b>Unit 3</b> Relationships with outdoor environments	<b>Unit 4</b> Sustainable outdoor relationships
<b>Unit 1</b> <ul style="list-style-type: none"> <li>• Use and meanings of nature</li> <li>• Types of outdoor environments</li> <li>• Motivations</li> <li>• Personal responses to nature</li> <li>• Media portrayals of outdoor environments</li> <li>• Personal responses to risk</li> <li>• Sustainable interactions</li> <li>• Technology and outdoor environments</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>• Characteristics of outdoor environments</li> <li>• Recreation, scientific, land managers and other understanding of outdoor environments</li> <li>• Impacts on outdoor environments</li> <li>• Community based environmental action</li> <li>• Codes of conduct</li> <li>• Impact of technology and urbanisation on outdoor environments</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>• The Australian environment before humans</li> <li>• Relationships with outdoor environments over different time frames</li> <li>• Environmental movements</li> <li>• Contemporary relationships</li> <li>• Factors influencing relationships including technology, commercialisation, social and political discourses, societies response to risk taking</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>• Understanding sustainability</li> <li>• Contemporary state of outdoor environments</li> <li>• Potential impacts on society</li> <li>• Conflicts of interest</li> <li>• Management strategies and policies</li> </ul>	

#### Entry Point Skills

- 'At Standard' result for Year 10 Geography
- Commitment to fully participate in all activities, noting that many will be out of regular school hours including term breaks

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Physical Education

Physical Education explores the sciences of the human body. Within this, students will learn how the different body systems allow such a range of movements, from power to precision. They will discover how the body responds to different types of physical activity and how to enhance performance through a wide variety of methods. Students will learn about the implementation of cutting edge practices, including the latest ideas from coaching, new training methods and technological advancements.

Year 11		Year 12	
<b>Unit 1</b> The human body in motion	<b>Unit 2</b> Physical activity, sport and society	<b>Unit 3</b> Movement skills and energy for physical activity	<b>Unit 4</b> Training to improve performance
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Relationship between the body systems and physical activity, sport and exercise</li> <li>The body's physiological responses to physical activity</li> <li>Legal and illegal performance enhancement and anti-doping codes</li> <li>Sport injuries and rehabilitation</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Monitoring and promoting physical activity</li> <li>The role of physical activity and sedentary behaviour on health and well-being</li> <li>Physically active lifestyles</li> <li>Community facilities and participation</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Biomechanical movement principles</li> <li>Skill acquisition principles</li> <li>Characteristics and interplay of the three energy systems</li> <li>Causes of fatigue and promoting recovery</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Design and evaluate training programs to enhance specific fitness components</li> <li>Long term training improvements</li> <li>Performance enhancement from a nutritional, physiological and psychological perspective</li> </ul>	

#### Entry Point Skills

- 'At Standard' result for Year 10 Health Physical Education and Science

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



# VCE

## Units 1 - 4

### Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics.

Year 11		Year 12	
<b>Unit 1</b> What ideas explain the physical world?	<b>Unit 2</b> What do experiments reveal about the physical world?	<b>Unit 3</b> How do fields explain motion and electricity?	<b>Unit 4</b> How can two contradictory models explain light and matter?
<b>Unit 1</b> <ul style="list-style-type: none"><li>Investigate the thermodynamic principles relating to heating processes, including concepts of temperature, energy and work</li><li>Develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components</li><li>Explore the nature of matter, and consider the origins of atoms, time and space - examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus</li></ul> <b>Unit 2</b> <ul style="list-style-type: none"><li>Analyse motion using concepts of energy, including energy transfers and transformations</li><li>Explore the function and use of particle accelerators to produce radiation and to collide particles</li><li>Design and conduct a practical investigation</li></ul>		<b>Unit 3</b> <ul style="list-style-type: none"><li>Examine the similarities and differences between three fields: gravitational, electric and magnetic</li><li>The production, distribution and use of electricity</li><li>Use of Newton's laws of motion to analyse relative motion, circular motion and projectile motion</li></ul> <b>Unit 4</b> <ul style="list-style-type: none"><li>Exploring wave concepts in a variety of applications</li><li>Develop an understanding of the interaction between light and matter</li><li>Design and undertake a practical investigation relation to waves or fields or motion</li></ul>	

#### Entry Point Skills

- Averaged at least 80% in Year 10 Science
- Display independent practical skills
- A Science Extension elective is recommended
- 'At Standard' result for Year 10 Mathematics

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Product Design and Technology

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior design, engineering, furniture, jewellery, textile and ceramic. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Year 11		Year 12	
<b>Unit 1</b> Product re-design and sustainability	<b>Unit 2</b> Collaborative design	<b>Unit 3</b> Applying the product design process	<b>Unit 4</b> Product development and evaluation
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Examining product design with consideration of the materials used and issues of sustainability</li> <li>Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>In teams design and develop an item in a product range or contribute to the design, planning and production of a group product</li> <li>Focus on factors including: human needs and wants; function and purpose</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Design and development of a product that meets the needs and expectations of a client and/or an end-user</li> <li>Develop a design brief and folio through a design process</li> <li>Examine the roles of the designer, client and/or end-user/s, the product design process and its initial stages</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently</li> </ul>	

#### Entry Point Skills

- The ability to competently and safely use a range of hand and power tools
- 'At Standard' result for Year 9 or Year 10 Product Design and Technology recommended
- An understanding of technical drawing

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Psychology

Psychology is the study of mental processes and behaviour in humans. It centres on the complex relationship between behaviour, cognition and socio-cultural influences. It enables students to understand the factors that influence thought, emotions and behaviour. The study assists students in developing effective language skills for communication and numeracy skills for data analysis. In addition, students develop a range of broader skills including problem solving, critical evaluation and the application of processes of scientific inquiry.

Year 11		Year 12	
<p><b>Unit 1</b> How are behaviour and mental processes shaped?</p>	<p><b>Unit 2</b> How do external factors influence behaviour and mental processes?</p>	<p><b>Unit 3</b> How does experience affect behaviour and mental processes?</p>	<p><b>Unit 4</b> How is wellbeing developed and maintained?</p>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Role of the brain in mental processes and behaviour</li> <li>• Brain plasticity and brain damage</li> <li>• The complexity of psychological development</li> <li>• Atypical psychological development</li> <li>• Student-directed research investigation</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Compare the sensations and perceptions that may lead to distortions of perception</li> <li>• Social cognition and attitudes</li> <li>• Social influences on behaviour</li> <li>• Design and undertake a practical investigation related to external influences on behaviour</li> </ul>		<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Examine the functioning of the nervous system to explain how a person can interact with the world around them</li> <li>• Explore how stress may affect a person's psychological functioning and consider the causes and management of stress</li> <li>• Investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours</li> <li>• Consider the limitations and fallibility of memory and how memory can be improved</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• Examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour</li> <li>• Consider the role of sleep and the impact that sleep disturbances may have on a person's functioning</li> <li>• Explore the concept of a mental health continuum and apply a biopsychosocial mental disorder</li> <li>• Design and undertake a practical investigation related to mental processes and psychological functioning</li> </ul>	

#### Entry Point Skills

- Averaged at least 70% in Year 10 Science
- Display independent practical skills
- A Science Extension elective is recommended

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Studio Arts

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Year 11		Year 12	
<b>Unit 1</b> Studio inspiration and techniques	<b>Unit 2</b> Studio exploration and concepts	<b>Unit 3</b> Studio practices and processes	<b>Unit 4</b> Studio practice and art industry contexts
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Students focus on developing an individual understanding of the stages of studio practice</li> <li>Students learn how to explore, develop, refine, resolve and present artworks</li> <li>Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms</li> <li>Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>Focus on the implementation of an individual studio process leading to the production of a range of potential directions.</li> <li>Develop and use an exploration proposal to define an area of creative exploration.</li> <li>Explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms</li> <li>students are expected to visit a variety of exhibitions throughout the unit</li> </ul>	
<b>Unit 2</b> <ul style="list-style-type: none"> <li>Students focus on establishing and using a studio practice to produce artworks</li> <li>Students explore and develop ideas and subject matter and record the development of the work in a visual diary as part of the studio process.</li> <li>Students also develop skills in the visual analysis of artworks</li> <li>students are encouraged to visit a variety of exhibition spaces throughout the unit</li> </ul>		<b>Unit 4</b> <ul style="list-style-type: none"> <li>Focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to ideas resolved in Unit 3.</li> <li>Present visual and written evaluation to explain a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.</li> <li>Investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks</li> <li>Examine a range of environments for the presentation of artworks</li> </ul>	

### Entry Point Skills

- Averaged at least 60% in Year 9 and 10 Visual Arts elective

For a detailed course overview please visit the VCAA website - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE

## Units 1 - 4

### Visual Communication and Design

This subject examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students will develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Students have the opportunity to investigate the work and practices of Australian and international designers and will explore manual and digital methods to refine presentations.

Year 11		Year 12	
<b>Unit 1</b> Introduction to visual communication	<b>Unit 2</b> Applications of visual communication	<b>Unit 3</b> Design thinking and practice	<b>Unit 4</b> Design development and presentation
<b>Unit 1</b> <ul style="list-style-type: none"> <li>• Create drawings for different purposes using a range of methods and materials</li> <li>• Select and apply design elements and design principles to create visual communications that satisfy stated purposes</li> <li>• Describe how a visual communication has been influenced</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>• Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for an elected design field</li> <li>• Manipulate type and images to create visual create visual communications</li> <li>• Engage in stages of the design process to create a visual communication appropriate to a given brief</li> </ul>		<b>Unit 3</b> <ul style="list-style-type: none"> <li>• Create visual communications for specific contexts, purposes and audiences</li> <li>• Describe how visual communications are designed and produced in the design industry</li> <li>• Apply design thinking skills in preparing a brief</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>• Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies the requirements of the brief</li> <li>• Produce final visual communication presentations</li> <li>• Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief</li> </ul>	

#### Entry Point Skills

- Experience with digital media Photoshop
- 'At Standard' result in Year 9 and 10 Visual Communication and Design elective
- 'At Standard' result in Year 9 or Year 10 Art - Studio Arts
- Product, Design and Technology elective recommended

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# VCE VET Program

## Vocational Education and Training (VET)

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways
- Undertake learning in the workplace
- Gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE
- Develop skills that will equip students for the workplace and further study

VET Providers	Examples of Programs
<ul style="list-style-type: none"><li>• TAFE - either on a Wednesday or Friday</li><li>• Other local schools</li><li>• Group Training Company</li></ul>	<ul style="list-style-type: none"><li>• Agriculture and Horticulture</li><li>• Animal Studies</li><li>• Fashion Design</li><li>• Automotive</li><li>• Building and Construction</li><li>• Business</li><li>• Cisco</li><li>• Dance</li><li>• Engineering</li><li>• Hospitality</li><li>• Health</li><li>• Media</li><li>• Sport and Recreation</li></ul>

### Additional Information

- Students complete their VET studies one day a week and are not at school on that day, therefore they need to be highly organised
- Costs – often between \$800 and \$3,000 dollars – the school will subsidise some of these costs depending on government funding (parents are billed in Semester 2 for the remaining costs)
- If a student decides to not complete the course the parent will still be billed as the providers cost their courses for the entire year (the school must repay the provider)



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Prep to Year 12

*Every day, a discovery.*