

VCE Curriculum Handbook

one in the spirit

VCE

Curriculum Handbook

Contents

Overview	3	Victorian Certificate of Education
	4	VCE Overview
Units 1 – 4	6	Accounting
	7	Applied Computing (including Data Analytics and Software Development)
	8	Art Creative Practice
	9	Biology
	10	Business Management
	11	Chemistry
	12	Drama
	13	Economics
	14	English
	15	French
	16	Geography
	17	Health and Human Development
	18	History
	19	Industry and Enterprise
	20	Legal Studies
	21	Literature
	22	Mathematics overview
	23	Foundation Mathematics
	24	General Mathematics
	25	Mathematical Methods
	26	Specialist Mathematics
	27	Media
	28	Music Performance
	31	Outdoor and Environmental Studies
	33	Physical Education
	34	Physics
	35	Product Design and Technology
	36	Psychology
	38	Theatre Studies
	39	Visual Communication Design
VET Program	40	Vocational Education and Training (VET)

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's SEQTA pages for the most recent updates, prior to making subject selections.

VCE

Overview

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is typically 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)

To successfully attain the Victorian Certificate of Education, students typically complete a minimum of 16 units over two years of VCE study. In addition, all students must satisfactorily complete at least three out of the four units in English (and/or English Literature).

At Casey Grammar School, students are expected to complete a minimum of 22 units.

Year 11

All students select 6 subjects (one of which must be English or English Literature)

Year 12

All students select 5 subjects (one of which must be English or English Literature)

Selecting a VCE program

Students should be guided by their strengths, values, interests and aspirations when selecting a future course of study.

It is important for students to select subjects that provide the best possible chance to achieve success. Choosing subjects that students are good at is an important consideration. The Head of Careers and Student Pathways will make recommendations to students and their families regarding subjects that are best suited to each student's capacity and academic record. These conversations will be informed by entry point skills in prospective subjects which, if met by students, will enable them to perform with confidence. While it is recommended that all students achieve a 'progressing' result in Year 10 English, some subjects have specific requirements and we strongly advise students to carefully consider whether they have met these requirements. Students who do not possess the necessary skills or work ethic in prospective subjects place themselves in jeopardy of receiving a Non Satisfactory result or achieving low grades in future studies. These entry point skills will be discussed in detail during the subject selection interview process.

Choosing subjects that students enjoy is a further step towards success. A love of learning is an important ingredient for VCE success and choosing subjects that students enjoy is vital. Personal values also need to be taken into account, particularly when students look to potential career paths. Alignment between future professional and vocational pathways and personal values is an important factor when selecting a course. Finally, many tertiary and TAFE courses have prerequisite subjects and students with aspirations to continue their education after secondary school need to take this into account as well. The Head of Careers and Student Pathways is there to advise students on each of these considerations.

In the final weeks of Term 2 subject preferences are lodged by students online via the Timetabling Solutions Web Preferences Portal. A link, password and username will be distributed to students prior to subject selection. Due to timetabling constraints, some students may not receive all of their subject preferences. It is therefore vital that careful consideration is given to 'reserve' subject selections because these will be allocated where it is not possible to grant first round selections. Students will be notified if they have received reserve preference. All subject selections will be finalised in Term 3.

High Expectations

Casey Grammar School values excellence in the academic studies of our students. Excellence is measured by the growth of each and every student and improvement over time. When students are achieving their personal best, at whatever standard that happens to be, they have achieved true success and they should be extremely proud of their achievements. First and foremost, we expect our students to learn from their mistakes, listen to the advice of their teachers and enjoy the ongoing learning process. Perseverance and self-discipline are two obvious learning habits that underpin the attainment of each student's personal best.

At Secondary School the benefits of homework are well supported by research. There is never a reason for students to say, no homework tonight; nor is there a reason for students to miss deadlines as the school provides many opportunities to catch up during lunch time, after school and during scheduled study periods. Our teachers set effective and achievable homework. In Year 11 students are expected to complete up to two hours of homework most nights during the week. In Year 12, students should expect to complete up to three hours of homework most evenings; in addition, they should also set aside some time on the week-end for homework. Homework tasks may include:

- Assigned exercises
- Practising key skills
- Reading (in particular, English novels *must* be read prior to being studied in class)
- Independent research
- Preparatory work for class activities
- Reviewing work and summarising class notes
- Completing past examination questions

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 or during a study period. Students are expected to utilise the Study Periods they have at school to complete as much work as possible. Study Periods are not 'down-time'; they should be productive and effective. When used properly, Study Periods reduce the workload that would otherwise fall to homework. Efficient use of Study Periods is an important key to success. There may, however, be times when students fail to use their time effectively. When there is a pattern of students falling behind in their work a review of the student's learning behaviours will take place in conjunction with the class teacher, Mentor and, if necessary, Head of House.

SACs and SATs

To attain their VCE, students need to satisfactorily complete at least 16 Units (semester length subjects). Each Unit is comprised of Outcomes – depending on the subject, either School Assigned Coursework (SAC) or a School Assessed Task (SAT). These are school assessed tasks that are graded internally by our teachers. Students must demonstrate achievement of the Key Skills and Key Knowledge of each SAC or SAT in order to achieve a satisfactory result. If students are unable to demonstrate achievement of the Key Skills and Knowledge in each Outcome, they will receive an 'N' – Not Satisfactory – and this will preclude them from passing the Unit. In Year 12, unit 3 & 4 the score for each SAC/SAT will comprise part of each student's Study Score at the end of the year. The percentage of school-assessed work varies between subjects, but typically it comprises 50% of each student's Study Score. The remainder of the Study Score is determined by students' performance in the externally set examination set by VCAA at the end of the year.

Attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work and demonstrate an understanding of course content. For this reason students are expected to have a minimum of 95% attendance at school. Students must not exceed more than 5 unexplained absences per unit. Approved absences include illness with a medical certificate, attendance of a school approved activity, bereavement or for significant religious reasons. If a student has completed course work but there has been a substantial breach of the School's attendance policy, the School may be unable to authenticate the student's work completed across the outcome and the student may be withdrawn from their VCE subject.

VCE

Overview

VCE Accelerated Study

Students in Year 11 are also able to undertake one accelerated Unit 3/4 subject as a continuation of their accelerated unit 1/2 program. This is not automatic. The enrolment in a 3/4 sequence is contingent upon a satisfactory performance in units 1/2.

Students must receive at least a 'Progressing' standard in all of their subjects. Unsuccessful applications to accelerate may be appealed to a Review Panel comprised of the Head of Teaching and Learning and the Head of Senior School. The onus is on the student to provide evidence that they are unit 3/4 VCE ready. The decision of the review panel is final.

Unit 3/4 VCE Subjects available as an advanced study include:

- Applied Computing
- Biology
- Business Management
- Outdoor Education
- Psychology
- Theatre Studies

Unit 3/4 Accelerated VCE subjects are conducted over two semesters.

Please note, students can study only **one** Accelerated Unit 3/4 Study sequence in Year 11.

Examinations

End of Year Examinations are administered by the Victorian Curriculum and Assessment Authority (VCAA). They are generally conducted at Casey Grammar School in October-November each year and they are marked externally by VCAA. Most examinations run for 2 hours and 15 minutes, the English examination is conducted over a three hour period. All students who wish to receive a Study Score and Australian Tertiary Admissions Rank (ATAR) are required to complete the examination.

Holistic Education

While examinations and assessment tasks are important, students are encouraged to strike a balance in order to take care of their health and well-being. Exercise, healthy eating, sleep and social connections with family and friends play a vital role; indeed, these factors contribute to academic success. When students are happy they have the best chance of learning. The School offers a broad program to involve our students in the full life of the School 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.

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. Students 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	
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
<p>Unit 1</p> <ul style="list-style-type: none"> Explore the establishment of a business and the role of accounting in the determination of business success or failure. Analyse, interpret and evaluate the performance of the business using financial and non-financial information. Use these evaluations to make recommendations regarding the suitability of a business as an investment. <p>Unit 2</p> <ul style="list-style-type: none"> Develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Predict, budget and compare the potential effects of alternative strategies on the performance of the business. Develop and suggest to the owner strategies to improve business performance. 		<p>Unit 3</p> <ul style="list-style-type: none"> 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. Interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. <p>Unit 4</p> <ul style="list-style-type: none"> Investigate both the role and importance of budgeting in decision-making for a business. Analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Suggest strategies to business owners to improve business performance. 	

Entry Point Skills

- ‘Progressing’ result for Year 10 Mathematics
- A commerce elective is recommended but not mandatory

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 - 4

Applied Computing

Individuals, organisations and governments are adopting new and emerging technologies faster than ever before. As a result, the demand for skilled professionals that can support the adoption of these technologies is also increasing. VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security

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>Unit 1</p> <ul style="list-style-type: none"> Data analysis. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to develop data visualisations. Programming. Students use an appropriate OOP language to create a working software solution. <p>Unit 2</p> <ul style="list-style-type: none"> Innovative solution. Students work collaboratively to design and develop an innovative solution to solve an identified problem. Cyber security. Students examine the capabilities and vulnerabilities of a network solution, discuss the threats to data and information. 		<p>Data Analytics Unit 3 & 4</p> <ul style="list-style-type: none"> Data analytics. Develop skills and knowledge in identifying, acquiring, and manipulating data to present findings as data visualisations. Analysis and Design. Propose a research question, formulate a project plan, collect, and prepare data, and generate design idea to create a data visualisation. Development and evaluation. Develop a data visualisation and evaluate its effectiveness in its purpose. Managing data and security. <p>Software Development Unit 3 & 4</p> <ul style="list-style-type: none"> Programming practice and interpreting designs. Analysis and design, and determining the need for a software solution. Software solutions, developing and evaluating various solutions and project plans. Cyber security: secure software development practices. 	

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

VCE

Units 1 - 4

Art Creative Practice

Art Creative Practice is about discovering incredible artists from different times and cultures and using these discoveries as inspiration to create artworks using a wide variety of different art materials and techniques. Some of the many possibilities you could explore are drawing, painting, printmaking, ceramics, fashion, sculpture, photography, computer design, collage and mixed media. You will have an opportunity to tryout a variety of medium/s and create your own artworks based on a theme of personal interest. This will be explored through materials that you may not have used before! The VCE subject also provides an opportunity to go on an excursion to Melbourne to the National Gallery of Victoria to see the best Studio Art and Art folios and artworks in Victoria from the previous year.

Year 11		Year 12	
Unit 1 Interperating artworks and exploring the Creative Practice	Unit 2 Interperating 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
<p>Unit 1</p> <ul style="list-style-type: none"> Artists, artworks and audiences. Students research and analysing three artists, their practices and their artworks. The Creative practice. Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. Documenting and relecting on the creative practice. Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. <p>Unit 2</p> <ul style="list-style-type: none"> The artist, society and culture. Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. The collaborative Creative process. Students explore ideas of personal interest related to culture. Documentation of collaboration using the Creative process. Students explore and reflect upon the relationship between the artist, artwork and viewer. 		<p>Unit 3</p> <ul style="list-style-type: none"> Students use project based learning as they begin to develop a body of work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. Students should be able to develop personal ideas using research that examines on artwork and the practice of an artist and produce at least one finished artwork using Creative Practice. <p>Unit 4</p> <ul style="list-style-type: none"> Students should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work. Students should be able to use Creative Practice to resolve and present a Body of Work. Students undertake research of artists, their practices and their artworks. They critically analyse and interpret the meanings and messages of artworks, use evidence and the appropriate Interpretive Lenses to support their interpretation and point of view. 	

Entry Point Skills

- 'Progressing' in Year 9 and 10 Visual Arts elective

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Biology

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explore the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

An understanding of the complexities and diversity of Biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within Biology and across Biology and other sciences. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

Year 11		Year 12	
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?
<p>Unit 1</p> <ul style="list-style-type: none"> Cellular structures and growth. The cell cycle and cell growth, death and differentiation. Functioning systems. Regulation of systems. Investigation design. Scientific evidence and communication. <p>Unit 2</p> <ul style="list-style-type: none"> From chromosomes to genomes. Genotypes and phenotypes. Patterns of inheritance. Reproductive strategies. Adaptations and diversity. Scientific evidence and communication. Analysis and evaluation of bioethical issues. 		<p>Unit 3</p> <ul style="list-style-type: none"> The relationship between nucleic acids and proteins. DNA manipulation techniques and applications. Regulation of biochemical pathways in photosynthesis and cellular respiration. Photosynthesis as an example of biochemical pathways. Cellular respiration as an example of biochemical pathways. Biotechnological applications of biochemical pathways. <p>Unit 4</p> <ul style="list-style-type: none"> Responding to antigens. Acquiring immunity. Disease challenges and strategies. Genetic changes in a population over time. Changes in space over time. Determining the relatedness of species. Human change over time. Investigation design. Scientific evidence and communication. 	

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

Entry Point Skills

- A commerce elective is recommended but not mandatory

For a detailed course overview please visit the VCAA website - 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. This subject also provides an opportunity to see how the knowledge of Chemistry is changing as we learn and discover more over time.

Year 11		Year 12	
<p>Unit 1 How can the diversity of materials be explained?</p>	<p>Unit 2 How do chemical reactions shape the natural world?</p>	<p>Unit 3 How can Chemical design and innovation help to optimise chemical processes?</p>	<p>Unit 4 How are carbon based compounds designed for purpose?</p>
<p>Unit 1</p> <ul style="list-style-type: none"> Explore how the chemical structures of materials explain their properties and reactions. Determine how materials are quantified and classified. Investigation of the chemical principals can be used to create a more sustainable future in relation to the production or use of a selected materia.l <p>Unit 2</p> <ul style="list-style-type: none"> Explore how chemicals interact with water Examine how chemicals are measured and analysed. Determine how quantitative scientific investigations develop understanding of chemical reactions. 		<p>Unit 3</p> <ul style="list-style-type: none"> Explore what the current and future options are for supplying energy. Determine how the rate and yield of chemical reactions can be optimised. <p>Unit 4</p> <ul style="list-style-type: none"> Explore how organic compounds are catergorised and synthesised. Investigate how organic compounds are analysed and used. Explore how scientific inquiry is used to investigate the sustainable production of energy and/or materials. 	

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

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

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	
Unit 1 Economic decision making	Unit 2 Economic issues and living standards	Unit 3 Australia's living standards	Unit 4 Managing the economy
<p>Unit 1</p> <ul style="list-style-type: none"> Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse factors that influence decision making. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy. Decision-making in markets. Apply economic knowledge, concepts and theories to predict the effect of changes in conditions on market outcomes. <p>Unit 2</p> <ul style="list-style-type: none"> Explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth. Explain the factors influencing global economic issues and consequences associated with actions to address the issue. Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues. 		<p>Unit 3</p> <ul style="list-style-type: none"> Explain how markets operate to allocate resources, and discuss the effect of government intervention. Analyse factors affecting the Australian Government's domestic macroeconomic goals and how achieving these may affect living standards. Explain and evaluate factors affecting Australia's international transactions. <p>Unit 4</p> <ul style="list-style-type: none"> Evaluate the use of budgetary and monetary policy to influence aggregate demand. Discuss aggregate supply policies and their influence on domestic macroeconomic goals and living standards. Analyse the effect of current factors on the setting of aggregate demand policies and living standards. 	

Entry Point Skills

- A commerce elective is recommended but not mandatory

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

English

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Year 11		Year 12	
<p>Unit 1 Reading and Exploring texts Crafting Texts</p>	<p>Unit 2 Reading and Exploring texts Exploring argument</p>	<p>Unit 3 Reading and responding to texts Creating texts</p>	<p>Unit 4 Reading and responding to texts Analysing argument</p>
<p>Unit 1</p> <ul style="list-style-type: none"> Students produce a personal response to a text that also explores the vocabulary, text structures, language features and ideas within that text. Students will craft their own texts in response to a specific framework and audience. Students will describe individual decisions made about the vocabulary, text structures, language features and conventions used during their own writing processes. <p>Unit 2</p> <ul style="list-style-type: none"> Students will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Student will explore and analyse persuasive texts within the context of a contemporary issue, and to construct a point of view text for oral presentation. 		<p>Unit 3</p> <ul style="list-style-type: none"> Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students will produce their own texts, which respond to a specific context and audience to achieve a stated purpose. Students will explain their decisions made through writing processes. <p>Unit 4</p> <ul style="list-style-type: none"> Student will analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. Student will analyse argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text. 	

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

Entry Point Skills

- Studied the language for at least 200 hours or a 'progressing' result for Year 10 French

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Geography

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

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

Year 11		Year 12	
Unit 1 Hazards and Disasters	Unit 2 Tourism: Issues and Challenges	Unit 3 Changing the Land	Unit 4 Human Population: Trends and Issues
Unit 1 <ul style="list-style-type: none"> Analyse the nature of hazards and the impacts of hazard events at a range of scales Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters Unit 2 <ul style="list-style-type: none"> Analyse the nature of tourism at a range of scales analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism 		Unit 3 <ul style="list-style-type: none"> Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes Analyse land use change and evaluate its impacts Unit 4 <ul style="list-style-type: none"> Analyse and discuss population dynamics on a global scale Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these 	

Entry Point Skills

- Geography elective recommended

For a detailed course overview please visit the VCAA website – 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 development holistically - across the lifespan and the globe, through the lens of social equity and justice.

Year 11		Year 12	
Unit 1 Concepts of Health	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
<p>Unit 1</p> <ul style="list-style-type: none"> Explore health and wellbeing as a concept. Analyse factors that contribute to inequalities in the health status of Australia’s youth. Explain the role of major nutrients in health outcomes. <p>Unit 2</p> <ul style="list-style-type: none"> Explain developmental changes in the transition from youth to adulthood. Describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community. 		<p>Unit 3</p> <ul style="list-style-type: none"> Explain the complex, dynamic and global nature of health and wellbeing. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies. <p>Unit 4</p> <ul style="list-style-type: none"> Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. Analyse relationships between the SDGs and their role in the promotion of health and human development. 	

Entry Point Skills

- ‘Progressing’ result for Year 10 English

For a detailed course overview please visit the VCAA website - 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 broaden their perspective by examining people, groups, events, ideas and movements.

Through studying VCE History, students develop social, political, economic and cultural understanding. By exploring continuity and change students begin to understand 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 the big questions of the past that remain important today.

Year 11 - Empires		Year 12 - Revolutions	
Unit 1 Empires - Russia	Unit 2 Empires - French	Unit 3 Revolutions – Russia	Unit 4 Revolutions – French
<p>Unit 1 and Unit 2</p> <p>(Outcomes apply to both Units 1 & 2)</p> <ul style="list-style-type: none"> Explain the significant features of an empire and analyse its rise and expansion. Analyse the challenges and chances faced by the empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples. 		<p>Unit 3 and Unit 4</p> <p>(Outcomes apply to both Units 3 & 4)</p> <ul style="list-style-type: none"> Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society. 	

Entry Point Skills

- History elective recommended

For a detailed course overview please visit the VCAA website – www.vcaa.vic.edu.au

VCE

Units 1 – 4

Industry and Enterprise

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and incorporates theoretical and practical investigations of these functions. Students examine trends and patterns in Australian workplaces and industries as well as significant issues affecting Australian industries and analyse industry responses to these issues.

A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. It is a requirement of the program that each student organises their own work placement in Units 1 – 3. Each unit requires 35 hours of work placement. The range of personal, community and work settings, which student’s experience, supports the development of work-related skills, which are integral to the study and seen as essential for entry-level employees and for life in general. VCE Industry and Enterprise similarly provides students the opportunity to develop both personal and work-related skills through structured workplace learning.

Year 11		Year 12	
Unit 1 Workplace Participation	Unit 2 Being Enterprising	Unit 3 Enterprise Culture	Unit 4 Industry Change and Innovation
<p>Unit 1</p> <ul style="list-style-type: none"> Develop work-related skills by actively exploring personal career goals and pathways. Observe industry and employment trends and analyse current and future work options. Examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. Demonstrate the practical application of their work-related skills by completing at least 35 hours structured workplace learning. <p>Unit 2</p> <ul style="list-style-type: none"> Develop understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. Analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. Demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured work placement. 		<p>Unit 3</p> <ul style="list-style-type: none"> Focus on the development of enterprise culture in community and/or work settings and within Australian industries. Explore the role and impact of four significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning. Demonstrate the practical application of work-related skills by completing at least 35 hours of structured workplace learning. <p>Unit 4</p> <ul style="list-style-type: none"> investigate enterprising responses by industry from the last four years to the need for change and how these are transforming the Australian workplace. consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture. 	

Entry Point Skills

- A commerce elective is recommended but not mandatory

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Please note: it is the responsibility of each student enrolled in this course to organise their own employment outside the school day to meet the requirement that they have 35 hours of work in Units 1-3.

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 the implications of legal decisions and outcomes of these on Australian society.

Year 11		Year 12	
Unit 1 Guilt and Liability	Unit 2 Sanctions, Remedies and Rights	Unit 3 Rights and Justice	Unit 4 The People and the Law
<p>Unit 1 This unit provides students with foundational knowledge of laws and the Australian legal system though:</p> <ul style="list-style-type: none"> Exploring how social cohesion and protection of rights is achieved through effective laws and the role played by parliament and the courts in law-making and upholding the principles of justice. Developing an understanding of the purposes of key concepts in criminal law, as well as the types of crime. Students investigate two criminal offences in detail. Investigating key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and sanctions used. <p>Unit 2 In this unit, students investigate key concepts of civil law and apply these to actual and/ or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore:</p> <ul style="list-style-type: none"> The purposes and key concepts of civil law as well as the different areas of civil law and protection of human rights. The factors involved in the resolution of a civil dispute, discussing the principles and the ability of remedies to achieve their purposes. Contemporary human rights issues in Australia. Students will evaluate the ways in which rights are protected in Australia. 		<p>Unit 3 In this unit, students examine the methods and institutions in the criminal and civil justice system through:</p> <ul style="list-style-type: none"> Explaining the key principles in the criminal justice system. Discussing the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case. Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute. <p>Unit 4 This unit provides students with an understanding of institutions that make and reform our laws through:</p> <ul style="list-style-type: none"> Exploring the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making. Investigate the reasons for law reform and constitutional reform. Discuss the ability of individuals to change the Australian Constitution and influence a change in the law and evaluate the ability of law reform bodies to influence a change in the law. 	

Entry Point Skills

- A commerce elective is recommended but not mandatory

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Literature

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Year 11		Year 12	
Unit 1 Reading Practices Exploration of literary movement and genres	Unit 2 Voices of country The text in its context	Unit 3 Form and transformation	Unit 4 Interpreting texts
Unit 1 <ul style="list-style-type: none"> The students will respond to a range of texts through close analysis. The students will explore conventions common to a selected movement or genre and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre. Unit 2 <ul style="list-style-type: none"> Students will explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. Students analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context. 		Unit 3 <ul style="list-style-type: none"> Analyse aspects of a text, drawing on close analysis of textual details and then discuss the extent to which meaning changes when that text is adapted to a different form. Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading. Unit 4 <ul style="list-style-type: none"> Respond creatively to a text and comment critically on both the original text and the creative response. Analyse literary forms, features and language to present a coherent view of a whole text. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Mathematics

There are strict entry point skills when planning subject choices in Mathematics:

Year 11	Year 12	
Foundation 1 & 2	Foundation Mathematics 3 & 4	Successful completion of Foundation Maths Units 1 & 2 allows students to attempt Foundation Maths Units 3 & 4
General Mathematics 1 & 2	General Mathematics 3 & 4	Successful completion of General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 allows students to attempt General Mathematics units 3 and 4
Mathematical Methods 1 & 2		
Mathematical Methods 1 & 2	Mathematical Methods 3 & 4	Students must have completed Unit 1 & 2 Mathematical methods to undertake Unit 3 & 4.
Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2 Specialist cannot be done without Methods	Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 Specialist cannot be done without Methods	Students must have completed Unit 1 & 2 Specialist Mathematics to undertake Units 3 & 4. 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

Units 1 – 4

Foundation Mathematics

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. Students use a range of mathematical concepts, skills and technology to solve problems based on a range of everyday, practical, real-life contexts.

Year 11	Year 12
Unit 1 & 2 Foundation Mathematics	Unit 3 & 4 Foundation Mathematics
Topics to be studied Unit 1 & 2 <ul style="list-style-type: none"> Algebra, number and structure Data analysis, probability and statistics Discrete mathematics, financial and consumer mathematics Space and measurement 	Topics to be studied Unit 3 & 4 <ul style="list-style-type: none"> Algebra Number and Structure Data analysis Probability and Statistics Financial and Consumer mathematics Space and Measurement

Entry Point Skills

- Foundation Mathematics is suitable for students who have completed Year 10 Foundation or a modified year 10 course.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

General 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 involves the components of data and financial mathematics, matrices and networks.

Year 11 General Mathematics		Year 12 General Mathematics	
Unit 1 General Mathematics	Unit 2 General Mathematics	Unit 3 General Mathematics	Unit 4 General 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>Unit 1</p> <ul style="list-style-type: none"> Investigating and comparing data distributions. Arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics. Linear functions, graphs, equations and models. Matrices. <p>Unit 2</p> <ul style="list-style-type: none"> Investigating relationships between two numerical variables. Graphs and networks. Variation. Space, measurement and applications of trigonometry. 		<p>Students will learn real-life applications of mathematics in the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.</p> <p>Unit 3</p> <ul style="list-style-type: none"> Core Component consisting of univariate data, bivariate data, time series and regression. Extension of core for the recurrence relations, interest and depreciation, loans, investment and asset values. <p>Unit 4</p> <ul style="list-style-type: none"> Matrices. Networks and Decision Mathematics. 	

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

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

Entry Point Skills

- To be eligible students must complete Year 10 Advanced Mathematics in Semester 2 with an average of at least 60%

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Specialist Mathematics

Specialist Units 1 & 2 complements the Mathematical Methods Unit 1 & 2 course; studies are best studied concurrently. Specialist Mathematics 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 Mathematics 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>Unit 1 Number systems, sets and variation</p> <ul style="list-style-type: none"> Sequences and series. Algebra: polynomial identities and partial fractions. Circle geometry. Trigonometric ratios and applications. Number and proof. <p>Unit 2</p> <ul style="list-style-type: none"> Graphing techniques. Complex numbers and polar coordinates. Vector. Kinematics. Trigonometric Identities. Sampling and sampling distributions. 		<p>Unit 3 & 4 The Specialist Mathematics course consists of 6 fully prescribed areas of study:</p> <ul style="list-style-type: none"> Discrete mathematics. Functions, relations and graphs. Algebra, number and structure. Calculus. Space and measurement. Data Analysis, probability and statistics. 	

Entry Point Skills

- Students must also do Mathematical Methods Unit 1 & 2.
- 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

VCE

Units 1 – 4

Media

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

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. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media 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.

Year 11		Year 12	
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 and issues in the media
Unit 1 <ul style="list-style-type: none"> Media representations in different products, forms and contexts. Codes and conventions. Audience engagement. Construction of meaning in media products. Stages in the media production process including pre-production, production and post-production. Narrative structure and contexts. Australian media creators and Australian content. Evaluate the characteristics of selected media forms. Unit 2 <ul style="list-style-type: none"> Influence of new media technologies on society, audiences, the individual, media industries and institutions. Use of media production process to design, produce and evaluate media representations for specified audiences in a range of media forms. Relationships between emerging and pre-existing media forms, products and institutions. 		Unit 3 <ul style="list-style-type: none"> Characteristics and construction of media narratives in selected media forms. Audience engagement, consumption and reading of narratives. Use of codes and narrative conventions to structure meaning. Impact of social, historical, institutional, cultural, economic and political contexts on films. Investigate, Research and Development for intended media product. Unit 4 <ul style="list-style-type: none"> Produce, refine, resolve and distribute media product. Audience agency and control. Media influence and media audience. Regulation of the media in Australia. Ethical and Legal issues in the Media. 	

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

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	
Unit 1 Organisation of Music	Unit 2 Effect in Music
<p>Unit 1</p> <ul style="list-style-type: none"> • Prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. • Create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. • 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. 	<p>Unit 2</p> <ul style="list-style-type: none"> • Prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. • Create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. • Analyse and respond to a wide range of music to become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. Continue to develop understanding of common musical language concepts by identifying, recreating and notating these concepts.

Students in Year 12 elect to study either Music Repertoire Performance or Music Contemporary Performance

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Music Repertoire Performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is 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 musical evidence and independence of thought.

Year 12	
Unit 3	Unit 4
<p>Unit 3</p> <ul style="list-style-type: none"> Develop a recital program for presentation in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Refine strategies for developing performance. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied. 	<p>Unit 4</p> <ul style="list-style-type: none"> Continue to develop the performance program established in Unit 3 for the end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce. Analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Entry Point Skills

- Successful completion of Unit 1 & 2 Music Performance
- 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

Music Contemporary Practice

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Year 12	
Unit 3	Unit 4
<p>Unit 3</p> <ul style="list-style-type: none"> • Develop a performance program for presentation in Unit 4. They use music analysis skills to refine strategies for developing their performances. • Analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. • Develop ability to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music. 	<p>Unit 4</p> <ul style="list-style-type: none"> • Continue to build a performance program for presentation at the end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. • Continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. • Further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. • Listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Entry Point Skills

- Successful completion of Unit 1 & 2 Music Performance
- 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

VCE

Units 1 – 4

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies develops students’ understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. ‘Outdoor environments’ encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices. Students develop practical skills, knowledge and behaviours that promote safe and sustainable interaction with varied outdoor environments, both local and afar.

Year 11		Year 12	
Unit 1 Exploring outdoor experiences	Unit 2 Discovering outdoor environments	Unit 3 Relationships with outdoor environments	Unit 4 Sustainable outdoor relationships
<p>Unit 1</p> <ul style="list-style-type: none"> • Use and meanings of terms, including kinship, nature, Country, outdoor environments, private land, wilderness, managed parks, urban & built environments and outdoor experiences. • Features of various biomes. • Motivations and responses to outdoor environments. • Indigenous and non-indigenous understandings of outdoor environments. • Safe participation in outdoor experiences. • Influence of depictions of experiencing outdoor environments on personal responses in the media. • Factors affecting access to outdoor environments. • Technology and outdoor environments. • Personal responses to risk. • Risk management of outdoor experiences. <p>Unit 2</p> <ul style="list-style-type: none"> • Scientific understandings of outdoor environments. • Indigenous peoples understandings of outdoor environments. • Understandings of vocational perspectives of outdoor environments. • Impacts of conservation, economic and recreational activities on outdoor environments. • Community based environmental action • Impact of technology on outdoor environments. • Impact of urbanisation on outdoor environments. • Management of threatened species and 		<p>Unit 3</p> <ul style="list-style-type: none"> • The Australian environment before humans. • Relationships with outdoor environment as expressed by Indigenous communities before and after European colonisation. • Relationships with outdoor environments by non-Indigenous people over historical time periods. • Early environmentalism and influence on political parties. • Indigenous custodianship of outdoor environments. • Contemporary relationships with outdoor environments. • Conflicts of interest, methods used and processes used. • Environmental policies of political parties. • Influence of social environmental debates. <p>Unit 4</p> <ul style="list-style-type: none"> • Pillars of sustainability. • Observable characteristics to assess the health of outdoor environments. • Impacts of threats on society and outdoor environments. • Importance of healthy outdoor environments. • Mitigation strategies to combat climate change. • Indigenous and non-Indigenous land management strategies. • Acts and conventions related to management and sustainability of outdoor environments. 	

<p>ecological communities in outdoor environments.</p> <ul style="list-style-type: none"> • Monitor and observe others environmental impacts. 	<ul style="list-style-type: none"> • Community and individual actions to sustain healthy outdoor environments.
--	---

Entry Point Skills

- ‘Progressing’ results in English
- Students must have ability to participate in numerous outdoor activities in various outdoor environments
- Traditionally, Units 1 & 2 are taken as an accelerated program in Year 10 and subsequently Units 3 & 4 taken in Year 11

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Physical Education

Physical Education explores the sciences of the human body. Students learn how the different body systems allow 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 learn about the implementation of cutting edge practices, including the latest ideas from coaching, new training methods and technological advancements.

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

Entry Point Skills

- 'At Standard' result for Year 10 English and Science
- Completing Year 10 sport science is strongly advised.

For a detailed course overview please visit the VCAA website - 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	
Unit 1 How are light and heat explained?	Unit 2 What do experiments reveal about the physical world?	Unit 3 How do fields explain motion and electricity?	Unit 4 How can two contradictory models explain light and matter?
Unit 1 <ul style="list-style-type: none"> Use the particle and wave models to understand how light and thermal energy relate to each other. Explore the energy that derives from the nucleus, and learn about the properties of nuclear radiation and its effects on human cells and tissues. Develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Unit 2 <ul style="list-style-type: none"> Analyse motion using concepts of energy, including energy transfers and transformations. Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary application. Design and conduct a practical investigation. 		Unit 3 <ul style="list-style-type: none"> Examine the similarities and differences between gravitational, electric and magnetic fields. Apply the understanding of fields to the production, distribution and use of electricity. Use of Newton’s laws of motion to analyse linear, circular and projectile motion. Unit 4 <ul style="list-style-type: none"> Apply wave concepts to analyse, interpret and explain the behaviour of light. Explain the evidence for the dual nature of light and matter. Use Einstein’s postulates to analyse relative motion. Design and undertake a practical investigation relation to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster. 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Product Design and Technology

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a 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.

Year 11		Year 12	
Unit 1 Design Practices	Unit 2 Positive impacts for the end user	Unit 3 Ethical product design and development	Unit 4 Production and evaluation of ethical designs
<p>Unit 1</p> <ul style="list-style-type: none"> Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. Students analyse and evaluate existing products and current technological innovations in product design. <p>Unit 2</p> <ul style="list-style-type: none"> Students should explore how inclusive product design solutions can support belonging, access, usability and equity. Students formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. 		<p>Unit 3</p> <ul style="list-style-type: none"> Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. <p>Unit 4</p> <ul style="list-style-type: none"> Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends. 	

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

VCE

Units 1 – 4

Psychology

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.

Students study contemporary research, models and theories 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.

Students work collaboratively as well as independently on a range of scientific investigations including controlled experiments, case studies, modelling and simulations. Knowledge and application of the research, ethical and safety guidelines associated with psychological investigations is integral to the study of VCE Psychology.

Year 11		Year 12	
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 wellbeing supported and maintained?
Unit 1 <ul style="list-style-type: none"> Emotional, cognitive and social development across the life span. The interactive influences of hereditary and environmental factors on a person's psychological development. The Biopsychosocial approach as a model for considering psychological development and mental wellbeing. The role of sensitive and critical periods in a person's psychological development. Concepts of normality and neurotypicality including typical and atypical psychological development. The role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour. Brain plasticity and brain damage. Research methods. Scientific evidence and the characteristics of effective scientific communication. Analysis and evaluation of psychological research. 		Unit 3 <ul style="list-style-type: none"> Structure and function of the nervous system in coordinating and responding to sensory stimuli. Role of neurotransmitters and neuromodulators in the transmission of and effects on information in brain activity. Effects of internal and external stress. Biological and psychological models of stress and use of coping strategies. Behavioural, social and Indigenous approaches to learning. The multi-store model of memory including the role of brain regions. The mechanisms of memory retrieval and use of mnemonics. Unit 4 <ul style="list-style-type: none"> The demand and measurement of sleep as an altered state of consciousness. Regulation of sleep-wake patterns across the lifespan. Effects of sleep deprivation and disorders Improving sleep hygiene. Ways of defining mental wellbeing, including cultural determinants. 	

<p>Unit 2</p> <ul style="list-style-type: none">• Social cognition and attitudes.• Social influences on behaviour.• Concepts of individual and group behaviour.• Principles of visual and taste perception.• Factors that leads to the distortions of perception.• The ways in which scientific investigations develop understanding of influences on perception and behaviour.	<ul style="list-style-type: none">• Factors that contribute to the development of a specific phobia and the use of interventions.• Maintenance of mental wellbeing using a biopsychosocial approach.• How scientific inquiry is used to investigate mental processes and psychological functioning.
---	---

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Theatre Studies

In VCE Theatre Studies students interpret scripts from the pre-modern era 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 and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Year 11		Year 12	
Unit 1 Pre-modern theatre styles and conventions	Unit 2 Modern theatre styles and conventions	Unit 3 Producing theatre	Unit 4 Presenting an interpretation
<p>Unit 1</p> <ul style="list-style-type: none"> Theatre styles from the pre-modern era. Theatre styles and acting, directorial and design. Skills to shape interpretations of scripts from the pre-modern era. Dramaturgy. Production roles. Script interpretation. Application of theatre technologies and elements. Analysis of a professional production. <p>Unit 2</p> <ul style="list-style-type: none"> Use and application of theatre styles, dramaturgy, acting skills, directorial skills and design skills to shape interpretations of scripts and realise theatre styles from the pre-modern era. Safe working practices in theatre production. Use of theatre technologies in theatre production. Performance Analysis. 		<p>Unit 3</p> <ul style="list-style-type: none"> Undergo stages of the production process. Application of elements of theatre composition. Development and interpretation of a script for performance to an audience. Production roles & theatre technologies. Document, analyse and evaluate production work. Analysis and evaluation of theatre performance(s). <p>Unit 4</p> <ul style="list-style-type: none"> Researching and Presenting Theatre possibilities. Monologue (examination). Undertake work in one of the following two areas: <ul style="list-style-type: none"> Actor and Director Designer – any two of costume, make-up, props, set, lighting, sound Analysis and evaluation of theatre performance(s). 	

Entry Point Skills

- 'At standard' result for Year 9 or 10 Drama
- Performance conventions require an ability to perform publicly

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 – 4

Visual Communication Design

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online.

Year 11		Year 12	
Unit 1 How do designers find and reframe human-centred design problems?	Unit 2 Design contexts and connections	Unit 3 Design thinking and practice	Unit 4 Design development and presentation
Unit 1 <ul style="list-style-type: none"> How do designers find and reframe human-centred design problems? Human-centred research methods to reframe a design problem and identify a communication need. Create visual language for a business or brand using the Develop and deliver stages of the VCD design process. Develop a sustainable object, considering design's influence and factors that influence design. Unit 2 <ul style="list-style-type: none"> Present an environmental design solution that draws inspiration from its context and a chosen design style. Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography. Apply the VCD design process to design an interface for a digital product, environment or service. 		Unit 3 <ul style="list-style-type: none"> Create visual communications for specific contexts, purposes and audiences. Describe how visual communications are designed and produced in the design industry. Apply design thinking skills in preparing a brief. Unit 4 <ul style="list-style-type: none"> Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies the requirements of the brief. Produce final visual communication presentations. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief. 	

Entry Point Skills

- Experience with digital media photoshop
- 'Progressing' result in Year 9 and 10 Visual Communication Design elective
- 'Progressing' result in Year 9 or Year 10 Art – Creative Practice
- Product, Design and Technology elective recommended

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

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

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)

Updated April 2024

one in the spirit



Casey Grammar School
3 New Holland Dr, Cranbourne East VIC 3977
T (03) 5991 0800 www.caseygrammar.vic.edu.au

Bright minds, kind hearts.