



Senior Years Course Selection Handbook

2027

Springside West Secondary College
70 City Vista Ct, Fraser Rise
(03) 8357 7100
<https://www.swsc.vic.edu.au/>

CONTENTS

Introduction	3
--------------	---

SECTION A: Year 11 & 12 Post Compulsory Education Options

● The Victorian Certificate of Education [VCE]	4
○ VCE Requirements	4
○ Satisfactory Completion of the VCE	4
○ The English Requirement	5
○ Satisfactory Completion of Units	5
○ Calculation of the ATAR	6
○ Prerequisite Studies for admission to particular tertiary courses	6
● The VCE Vocational Major	7
● The Victorian Pathways Certificate	7
● Important questions to consider	8
● Pathways after Senior Secondary School	9
○ Vocational Guidance and Course Research Directory	10
○ Tertiary Institutions Information	10

SECTION B: Course Selection Process

● Submitting Course Selections	11
● Altering Subject Selections	11
● Studying VCE units that are not offered at SWSC	12
● English as an Additional Language [EAL] eligibility	12
● Course Selection Process Overview	13

SECTION C: Course Options

● 2027 VCE Programs Index	14
● 2027 VCE VM Program Overview	77
● 2027 VPC Program Overview	83
● 2027 VET Programs Overview	89
● Structured Workplace Learning	91
● Head Start Program	92
● Subject Selection Course Maps	93

INTRODUCTION

This handbook is a resource for students and parents/guardians, which outlines the Victorian Certificate of Education [VCE] curriculum and Victorian Certificate of Education Vocation Major [VCE VM] and the Victorian Pathways Certificate [VPC] programs offered at Springside West Secondary College across Years 11 and 12.

This handbook is designed to assist students and parents in understanding the structure of the VCE and VCE VM and the various options available to students. It is also designed as a tool to assist with the subject selection process, in order to support students' career aspirations and associated pathways beyond secondary school.

This handbook has three sections:

- Post-Compulsory Education Options
- Course Selection Process
- Description of Course Options*

**Please note: All subject offerings at Springside West Secondary College are dependent upon sufficient student numbers per class.*

In addition to this handbook, students can access a wide variety of resources to assist with their course planning for Years 11 and 12. These include:

- VTAC website - <http://www.vtac.edu.au/>
- VCAA *Where To Now Guide* - <http://www.vcaa.vic.edu.au/vce/publications/wheretonow/index.html>
- VTAC *ABC of Scaling* - <http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf>
- VCE VM *Information Guide*
<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>
- VPC overview <https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx>

Students should also take advantage of any career or course related opportunities that arise, including open days and career expos. A list of tertiary sector open days can be found at the VTAC website [above]. Alternatively, students can seek assistance from their All You Can Be teacher and House Leader.

YEAR 11 & 12

POST COMPULSORY EDUCATION OPTIONS

There are three types of programs available to students at Springside West Secondary College:

- Victorian Certificate of Education [VCE]
- Victorian Certificate of Education Vocational Major [VCE VM]
- Vocational Pathway Certificate [VPC]

Within each of these programs students have the opportunity to participate in a Vocational Education and Training (VET) course of their choice.

VICTORIAN CERTIFICATE OF EDUCATION [VCE]

Participation in a VCE program provides students with the opportunity of completing a senior school certificate by selecting from a range of studies including VET. Students can focus on studies that will provide a pathway to University, TAFE or employment.

The Victorian Certificate of Education is a program that is designed to be taken over a minimum of two years. Each subject offered at VCE is broken up into 4 units. Each unit lasts one semester. Most studies offer four units, but students do not necessarily have to take all four units for a particular subject.

SUMMARY OF VCE REQUIREMENTS:

A VCE program will normally be made up of 22 units completed over two years. Students usually complete 12 Units [6 subjects] of Units 1 & 2 in Year 11 before proceeding to 10 Units [5 subjects] of Units 3 & 4 in Year 12. It is possible for Year 11 students who have demonstrated ability to select a Unit 3 & 4 study in their first year. This is subject to approval from the school and is also dependent upon availability within classes.

Understanding the two levels of units within the VCE:

- Units 1 and 2 - These are usually taken in the first year of the VCE program in Year 11. Most students take both units in a study, but it is possible in Year 11 [subject to timetabling constraints] to take only one unit of a particular study.
- Units 3 and 4 - These are more advanced and are mostly taken in Year 12. Units 3 and 4 must be studied as a sequence - that is, if you take Unit 3 of any study, you must also take Unit 4.

SATISFACTORY COMPLETION OF THE VCE

The Victorian Curriculum and Assessment Authority [VCAA] sets these minimum requirements for satisfactory graduation of the VCE.

The VCE is awarded on the basis of satisfactorily completing at least 16 units. This minimum of 16 must include:

- At least 3 units of an English study [*of either English, EAL, English Language or Literature*] from Units 1-4 in all, including a Unit 3 and 4 sequence AND
- At least three unit 3 and 4 studies other than the compulsory English study

These are the minimum graduation requirements for the VCE. Please note that entry into certain tertiary courses may require prerequisite subjects and ATAR scores well beyond the minimum requirements.

THE ENGLISH REQUIREMENT

In order to qualify for an Australian Tertiary Admission Rank [ATAR], you must obtain a pass in a Unit 3 and 4 English study. The English study may be selected from any of the following studies:

- English [Units 3 & 4]
- English Language [Units 3 & 4]
- Literature [Units 3 & 4]
- English as an Additional Language [Units 3 & 4]

Please note: Eligibility criteria applies for EAL. The range of English studies on offer [other than 'English' Units 3 & 4] in a particular year is subject to timetable constraints.

If a student does more than the four units of English studies, the extra units will be counted simply as additional VCE units, as is the case with any other VCE subject.

In calculating the ATAR, any English Units 3 & 4 will be counted as part of the primary four studies. [For more information on how the ATAR is calculated, see below.]

SATISFACTORY COMPLETION OF UNITS

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for each school to decide in alignment with the Victorian Curriculum and Assessment Authority [VCAA] VCE Study Designs. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance in the unit. This includes, but is not limited to, student performance in assessment tasks. Students must also abide by all school and VCAA policies including authentication and attendance policies. The school's VCE and VCE VM Handbook provides more details about these policies and can be accessed on the SWSC website.

In Units 3 and 4, the VCAA will supervise the assessment of all students. Students' levels of achievement will be determined by a combination of School-Assessed Coursework [SAC], School-Assessed Tasks [SAT - relevant to only a few subjects], and end-of-year examinations, which may be written, oral or performance. Students undertaking a Unit 3 & 4 sequence will also sit the General Achievement Test [GAT] each year.

At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations. The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments, and have satisfactorily completed both Unit 3 and 4, you will be awarded a study score. The study score is reported on a scale of 0 - 50. This is a measure of how well the student performed in relation to all others who took the study.

Information about specific assessments and timelines will be provided by teachers at the beginning of each school year in line with the appropriate VCAA Study Design and Assessment Handbooks.

CALCULATION OF THE ATAR

For each study, VCE students will obtain a Study Score [relative position] out of 50 based on the grades awarded for examinations, school-assessed tasks [SAT] and school-assessed coursework [SAC]. The ATAR will take into account the study score for:

- An approved Unit 3 & 4 sequence in the English group,
- The applicant's best three other scores, and
- 10% of the applicant's next two best scores

English and the best three other scores are called the *primary four*.

Important points to note about the ATAR:

- Prerequisite studies are not necessarily required to be in the best four when calculating the ATAR; therefore, students have greater freedom in subject choice. However, note that many universities have minimum study scores as part of their prerequisites.
- No more than two studies within the following subject areas may be included in the primary four:
 - LOTE
 - Mathematics
 - Music
 - Information Technology
 - History
 - English [with the exception of English and EAL]
- See the document ABC of Scaling for an explanation of the subject scaling process <http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf>
- To encourage the study of languages, a further adjustment is made during the scaling process. Each LOTE is adjusted up by adding five to the initial ATAR subject score average. All students of a LOTE receive an adjustment, but it is not a uniform adjustment. For scores at or close to 30, the adjustment is 5, but the adjustment decreases as the score moves away from 30. This bonus on the study scores is also added on to a second LOTE.
- There will be no penalty for taking VCE over more than two years. However, time taken to complete the VCE may be taken into account by some tertiary institutions. Please check with individual universities. Accumulation of a further study or studies in a later year will lead to the calculation of a new ATAR. Any subsequent ranking and course entry will be based on the most current ATAR.

PREREQUISITE STUDIES FOR ADMISSION TO TERTIARY COURSES

Knowledge of tertiary prerequisites is important as it will help students to select subjects which keep career pathways and options open. Information about prerequisites is published by the Victorian Tertiary Admissions Centre [VTAC] in July of each year. Students are encouraged to obtain information from a range of institutions when making their subject selections, as prerequisites vary between different tertiary providers. Students can check pre-requisite subjects at www.vtac.edu.au.

VCE VOCATIONAL MAJOR [VCE VM]

VCE VOCATIONAL MAJOR

VCE VM is a two-year vocational and applied learning program within the VCE. It replaces Senior and Intermediate VCAL. Students can transition into apprenticeships, traineeships and further education from Certificate level courses up to an Advanced Diploma level.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals. Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

ELIGIBILITY FOR THE AWARD OF VCE VM

Students must successfully complete a learning program that contains a minimum of 16 units. These units will be a combination of COMPULSORY STRANDS from the VCE VM curriculum and a variety of General Units. Students must successfully complete a learning program that contains a minimum of 16 units, students will be required to complete a minimum of four Units 3-4 sequences.

To meet the completion requirements students will need an "S" for 16 units, which must include:

- 3 Literacy or VCE English units
- 2 Numeracy or VCE Mathematics units
- 2 Personal Development Skills
- 2 Work Related Skills units
- 2 VET credits at Certificate II level or above

Participation in a VCE VM program provides students the opportunity of completing a senior secondary certificate. The program is designed for students with a clear career focus in a particular industry/trade. Students selecting this pathway will improve their literacy and numeracy skills, complete industry specific training and undertake regular work placement. Students who complete a VCE VM program may go on to undertake a TAFE course, pre-apprenticeship, apprenticeship or begin full time employment. It is possible for VCE students to transfer into a VCE VM program.

VICTORIAN PATHWAYS CERTIFICATE [VPC]

This is the foundation secondary course for Year 11 and Year 12 students, this will lead to an entry level VET qualification or employment. Discussions will be held with the school, student and their family on the suitability to enrol for the Victorian Pathway Certificate (VPC).

To achieve a satisfactory completion students will need an "S" for 12 units, this must include:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills
- 2 Personal Development skills

VET is optional for VPC students. Each unit may consist of 2-3 modules.

VOCATIONAL EDUCATION AND TRAINING [VET]

VET courses are nationally recognised programs enabling students to obtain an accredited qualification in a number of areas. These courses can be used as part of a student's VCE or VCE VM program contributing towards their ATAR or VCE VM Certificate.

The college offers VET Sport, Aquatics & Recreation Units 1-4 onsite, within the regular timetable for VCE students. Further to this, VCEVM students can select a VET course from one of our available clusters. The VET clusters available to students at Springside West Secondary College are the Brimbank Cluster and the Melton Cluster.

IMPORTANT QUESTIONS TO CONSIDER

HOW DO YOU BEGIN PLANNING?

Students should plan their units in VCE so that they have several options after VCE. This may mean a number of choices within a general interest area, or a number of choices that run across interest areas. This approach is important for many reasons:

- During the VCE students often change their mind about what they want to do after Year 12 and therefore must have enough flexibility in their unit choice to permit this.
- Some students will start individual subjects and find that they are not interested or motivated in that area. Therefore, they should have sufficient subject breadth to be able to change direction.
- Other students will find they do not perform well in a particular unit and need to change units or career paths.
- VCE unit choice must provide the student with flexibility and a number of options at the end of Year 12. Unit choice that locks a student into one career direction is not a realistic approach.
- Students are able to change their subject choices at the end of Semester 1 for Unit 1 & 2 studies, but Units 3 & 4 studies must be completed as a sequence. Year 11 students are encouraged to consult subject and careers teachers before making requests to change subjects.
- Finally, students must face the realities of life at the end of VCE. Work is extremely difficult to obtain, and further education is highly competitive. Therefore, students must be flexible enough in their subject choice and attitude to be able to consider several different career paths after VCE, VCE VM or the VPC.

HOW DO YOU CHOOSE YOUR SUBJECTS?

Find out about prerequisites (units in the VCE that you must satisfactorily complete to be eligible to apply for a university or TAFE course). Remember that prerequisites can include Unit 1 & 2 studies as well as Units 3 & 4 studies. In addition to prerequisites some courses will also consider your performance in other studies to assist them to pick the student most suited to their course.

After identifying studies that you **MUST** do, students should then consider two other factors -studies that they enjoy and studies that they are good at. Students should carefully read the subject descriptions and consider the content of each subject and ways in which each subject is taught.

It is worth checking for the studies you are interested in, whether there is advice about doing some units before attempting others. For example, if you are interested in studying Chemistry it is recommended that you do Unit 1 or Unit 2, or both, before attempting a sequence of Units 3 and 4 [or have equivalent experience or be willing to do some preparatory work].

WHAT DO THE NUMBERS IN THE VCE UNIT TITLES MEAN?

Each unit has a number: 1, 2, 3 or 4. Most studies are made up of four units. Each unit lasts for one semester or a half year, and represents approximately 100 hours of work conducted both within and outside the classroom. Units 1 and 2 are usually undertaken in the first year of VCE (Year 11). Units 1 and 2 can be studied separately or as a sequence. Units 3 and 4 are generally taken after Units 1 and 2 (in Year 12) and are of a higher level of difficulty. Units 3 and 4 must be studied as a sequence. Unit 3 can only be offered in the first half of the year and Unit 4 can only be offered in the second half of the year. This means that if you enrol in Unit 3 of a study, you are expected to go on and do the Unit 4 that makes up the pair. It also means that you cannot do a Unit 4 without doing the Unit 3 that precedes it.

CAN YOU DO A UNIT 3 & 4 VCE STUDY IN YEAR 11?

Yes. Students can undertake a Unit 3 & 4 study in their first year of the VCE. Students should only choose this option if they are a highly able student and should carefully consider the advice of their course counsellor as to the best Unit 3 & 4 study to select. Not all VCE courses can be accessed at Unit 3 & 4 level without completion of the respective Unit 1 & 2 course. It is advised that all students undertake VCE courses with the aim of completing the full Units 1 - 4 sequence of study.

CAN YOU STUDY A VCE UNIT TWICE?

Yes. You can do a unit twice if you want to, but you can only get credit once for that unit towards the award of the certificate.

CAN YOU REPEAT A VCE UNIT 3 & 4 STUDY?

Yes. Students can repeat a Unit 3 & 4 study in the hope of improving their Study Score. There is no penalty imposed. The best Study score will be the only one considered in the calculation of your ATAR.

WHAT HAPPENS IF I HAVE PROBLEMS COMPLETING WORK ON TIME?

A written description of the *Assessment Tasks* to be completed for each unit will be provided for each student along with a definite due date set by the teacher for all these tasks. Students who expect difficulty meeting the due date should discuss this with their class teacher well before the due date. In some cases, an extension of time may be granted in accordance with the SWSC Assessment Policy.

WHAT HAPPENS IF I FACE PROBLEMS DURING MY VCE?

Special Provision is designed to allow students who are experiencing significant hardship or difficulties and who are unable to perform at an optimum level, the opportunity to demonstrate what they know and what they can achieve. There are a number of special applications which can be made:

1. Special attendance arrangements or variations to school assessment coursework (SACs) are available for students seriously affected with short term hardship.
2. Special examination arrangements, such as extra time, use of a scribe etc.: are available for students who require specific assistance during exams. .
3. The calculation of a *derived score* is available for a student who is unable to sit an exam or is seriously disadvantaged at the time.
4. VTAC Access and Equity Applications are available for a number of disadvantage categories such as social disadvantage or family circumstances.
5. VTAC Chronic Circumstances Application is available for students who have been seriously disadvantaged for a prolonged period during their studies.

PATHWAYS AFTER SENIOR SECONDARY SCHOOL

When a student moves from Year 10 into the VCE, VCE-VM or VPS, it is important to make a subject plan for the two years that follow. While students may change subjects and possible directions within these two years, an overall plan allows for clarity and flexibility.

At the end of Senior Secondary School, students face a number of post-secondary options:

- **Work:** many forms of work will involve on-the-job training or skills retraining and updating.
- **Training:** Traineeship or apprenticeship.
- **Further Education:** within the TAFE or Higher Education Sector/University [see below]

THE TAFE SECTOR

Colleges of TAFE offer a wide range of courses for students, including Certificates, Diplomas and Advanced Diplomas. These courses are designed to make you ready for the workforce in anywhere between six months and two years. Many of the longer courses now require completion of Year 12 and/or an ATAR as an entry requirement.

HIGHER EDUCATION SECTOR / UNIVERSITY

Entry into an Associate Degree or Bachelor degree course requires successful completion of Year 12 with scored assessment, ATAR, (with many institutions requiring specific prerequisite units) or completion of a TAFE pathway course. It is important that students consider a variety of actual career directions in each of the areas; so that they are able to plan when selecting subjects and so they have a **choice** at the end of Year 12.

VOCATIONAL GUIDANCE AND COURSE RESEARCH DIRECTORY

TAFE Course Directories -This book lists all the available courses in the TAFE system, the colleges (and campuses) at which they are offered and the prerequisites required. **Tertiary Institution Handbooks** -Lists all the courses available and the prerequisites.

Centrelink Career Information Centre: First Floor, 176 Bridge Road Richmond Vic 3121

LABOUR MARKET INSIGHTS: <https://labourmarketinsights.gov.au/> provides information about different occupations in Australia, their future growth, wages and other labour market information.

COURSELINK www.vtac.edu.au An online database of TAFE and university courses. Students are able to list their VCE subjects and the database will give them a list of institutions and courses for which they are eligible. Follow link at VTAC website.

VCAA: www.vcaa.vic.edu.au for all VCE information, including course outlines and past exams.

MYFUTURE: www.myfuture.edu.au is a comprehensive career information service. It has a career exploration tool, career information, advice for those supporting others making decisions. **GOING TO UNI:** www.goingtouni.gov.au gives information for Commonwealth supported students about costs and payments of fees. It replaces HECS.

CAREER ONE: www.careerone.com.au Australian Government's key employment program

CAREERS THAT GO: www.careerthatgo.com.au is designed to give students a better understanding of where the study of science, technology, and maths can take them.

JOBSEARCH: <http://jobsearch.gov.au/> Education site of Department of Youth Affairs. Includes Australian Job Search – providing a listing of jobs available, in categories and locations.

CAREERS ONLINE: www.careersonline.com.au Excellent Job Search Site, with information modelled on Job Guide, including details of training and descriptions of 1000+ jobs.

APPRENTICESHIPS AND TRAINEESHIPS: <http://www.australianapprenticeships.gov.au/>. Targets students, employees, job seekers and careers teachers with information on all aspects of new apprenticeships, training, wages and case studies of individuals.

TERTIARY INSTITUTIONS INFORMATION

Monash:	www.monash.edu.au
Melbourne:	www.unimelb.edu.au
La Trobe:	www.latrobe.edu.au
Deakin:	www.deakin.edu.au
Federation University:	https://www.federation.edu.au/
Swinburne:	https://www.swinburne.edu.au/
Victoria Uni:	www.vu.edu.au
RMIT:	www.rmit.edu.au
ACU:	www.acu.edu.au

COURSE SELECTION PROCESS

When designing your pathway remember to:

- Choose a program which is realistic in terms of your academic ability.
- Choose a program which is consistent with your future career. Be aware of any prerequisites for a particular career. Ensure you choose Year 11 units which are required as prerequisites for the related Year 12 [Unit 3 & 4] study.
- Choose subjects you like and are good at. Seek guidance from a wide range of people rather than rely on the judgement of any one person:
 - Parents
 - Relatives
 - Careers Advisors
 - Year 10 teachers

SUBMITTING COURSE SELECTIONS

Students will be required to complete the paper form along with any relevant recommendation forms and bring this along to their subject selection interview in Term Three. Here they will enter their preferences into the EDVAL system with their counsellor. Students should also come to this meeting with their completed AYCB careers project.

Once students have settled on a range of subjects that enable a balance of interests, abilities and tertiary requirements, some choices will need to be made. The selection of subjects should be guided by the information in this handbook, which contains descriptions of Unit 1 - 4 VCE studies being offered at Springside West Secondary College. Please note, whether a subject proceeds or not will depend on sufficient student numbers applying for the course in that particular year. Preliminary selection of Year 12 subjects can be assisted by reference to the relevant descriptions of Unit 3 & 4 courses included in this handbook as well as descriptions of the Units 1 & 2 sequence. Students will also have access to course counselling sessions prior to the final submission of their course selections.

ALTERING SUBJECT SELECTIONS

The new VCE timetable is built based upon the initial subject selections of students. Depending on the timetabling options and available spaces in classes, changing a Unit 1 course or, changing from a Unit 1 study in Semester 1 to a different Unit 2 study in Semester 2, may be possible for students who realise that a particular subject does not suit their interests, strengths and aspirations. However, this change may not always be possible or sensible:

- Class size and timetabling constraints may prevent a transfer from one subject to another
- Attaining success in a VCE Study depends on learning specific knowledge and skills, so it is important to undertake both Units 1 and 2 in a sequence whenever possible.

Consequently, it is in each student's best interests to think seriously and thoroughly about their selections in the first place, to avoid late changes at that beginning, or later in Year 11.

As mentioned above, students must undertake their Unit 3 & 4 units as a sequence and cannot change their selections after the beginning of Term 1.

STUDYING VCE UNITS THAT ARE NOT OFFERED AT SWSC

Students can gain credit for any VCE studies that are satisfactorily completed at an approved VCE provider. These include a study of a VCE Language Other Than English [LOTE] at community schools and subjects completed through Distance Education Victoria.

Students who choose to include their external study within their program must study at an *approved* VCE provider. Approved providers may be the Victorian School of Languages [VSL] and community LOTE schools. Please include details of this subject on your Course Selection form. Any student undertaking an external subject should see their Head of School to discuss their enrolment, prior to the due date for submission.

Students will be required to attend Springside West Secondary College in a full-time capacity, which equates to 6 studies / 12 units in Year 11, and 5 studies / 10 units in Year 12. For all students, an external study via Distance Education or at evening or weekend schools will be additional to their full course here at Springside West Secondary College. Any variations to the standard Year 11 and 12 programs will be managed on an individual basis in conjunction with the VCE coordinator and Curriculum leader. Please see your Year Level Coordinator for more information.

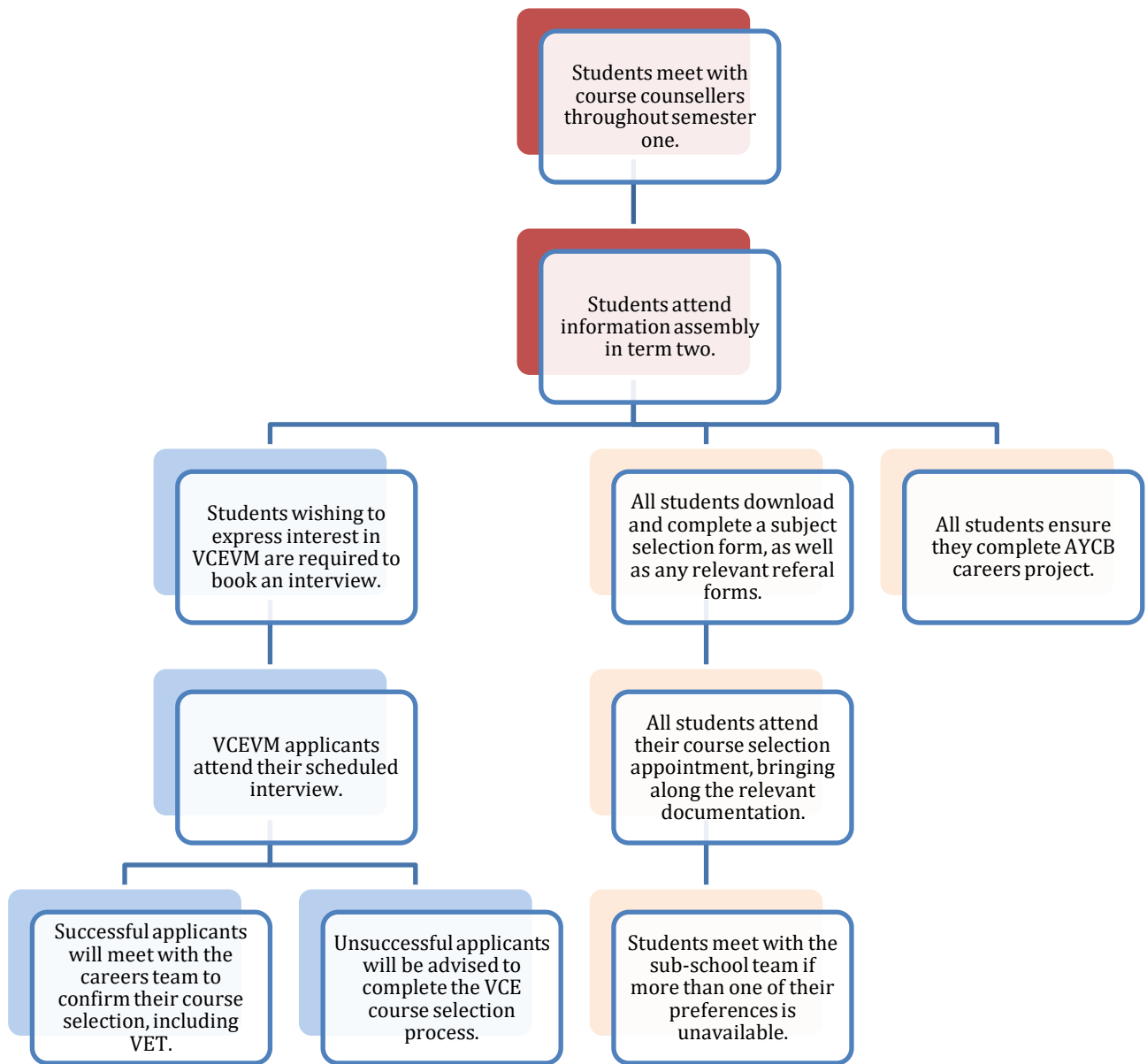
ENGLISH AS AN ADDITIONAL LANGUAGE [EAL] ELIGIBILITY

A student is considered eligible for English as an Additional Language [EAL] status if both of the following conditions are satisfied:

1. The student has been a resident in Australia or another predominantly English-speaking country for no more than seven [7] years. Note: The period of seven [7] years is to be calculated cumulatively over the student's whole life. Calculation is made prior to January 1 of the year in which the study is taken at Units 3 & 4 level.
2. English has been the student's major language of instruction for a total period of not more than seven [7] years prior to the commencement of the year in which the study is taken at Units 3 & 4.

Students may apply for EAL status on a form available from the VCE coordinator. Supporting evidence will be required and the responsibility to supply the evidence rests with the student. Completed applications must be submitted by the due date noted on the form.

COURSE SELECTION PROCESS OVERVIEW



2026 VCE PROGRAMS

The following subjects are offered at Units 1 - 4 inclusive. Subjects will only run if there is sufficient demand.

Subject Area	Study	Page
English	English	16
	English as an Additional Language (EAL)	17
	Literature	19
	English Language	21
Languages	Italian	23
Humanities	Accounting	25
	Business Management	26
	Economics	27
	History - Modern History/ Revolutions	29
	Legal Studies	31
	Philosophy	32
	Sociology	34
Mathematics	Foundation Mathematics	36
	General Mathematics	37
	Mathematical Methods	38
	Specialist Mathematics	39
Science	Biology	41
	Chemistry	43
	Environmental Science	45
	Physics	47
	Psychology	49
The Arts	Art Creative Practice (Textiles)	51
	Art Making and Exhibiting	53
	Drama	56
	Media	58
	Music Units 1 & 2	60

	Music Contemporary Performance Units 3 & 4	61
	Music Repertoire Performance Units 3 & 4	62
	Visual Communication Design	63
Design & Technology	Applied Computing/Software Development	65
	Food Studies	67
	Product Design and Technologies	69
	Systems Engineering	71
Health & Physical Education	Health & Human Development	73
	VET Sport, Aquatics & Recreation	74
	Physical Education	75

All information listed below has been gathered from the Victorian Curriculum and Assessment Authority website. For more detailed study designs of each of the courses offered, please visit: <http://www.vcaa.vic.edu.au>

ENGLISH

INTRODUCTION

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of an argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) 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 on 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.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Exploring Texts), students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. In Area of Study 2 (Crafting Texts), students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.	In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. In Area of Study 2 (Analysing Argument), students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.
UNIT 3	UNIT 4
In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), they apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social	In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), they further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and

and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. In Area of Study 2 (Creating Texts), students also engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.	language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. In Area of Study 2 (Analysing Argument), students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.
--	--

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Reading • Learning about different styles of writing [expository, analytical, persuasive and imaginative] • Writing in a variety of forms • Discussing ideas, themes and characters within literary texts • Working in groups • Participating in discussions and debates about topical issues • Listening to and delivering oral presentations	• Reading, listening and viewing of multimodal texts • Creative writing in response to a literary text • Close analysis of literary features in print and non-print texts • Comparative analysis of ideas, themes and issues presenting in texts • Sustained and timed writing exercise and re-drafting activities • Group discussions about themes, ideas and characters in texts • Reading, watching and discussing persuasive texts
CAREERS CAN INCLUDE:	
• Writer • Lawyer • Journalist • Editor • Politician • Diplomat • Teacher • Lecturer	

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

INTRODUCTION

VCE English as an Additional Language [EAL] focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of an argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) 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 on 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.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Exploring Texts), students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. In Area of Study 2 (Crafting Texts), students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.	In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. In Area of Study 2 (Analysing Argument), students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.
UNIT 3	UNIT 4
In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), they apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. In Area of Study 2 (Creating Texts), students also engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.	In this unit, students engage with two areas of study. In Area of Study 1 (Reading and Responding to Texts), they further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. In Area of Study 2 (Analysing Argument), students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.
ELIGIBILITY CRITERIA:	LEARNING ACTIVITIES WILL INCLUDE:

Students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to English as an Additional Language (EAL) status. To apply for EAL status, each student is required to submit an Application for Enrolment in English as an Additional Language Units 3 and 4 form to the school, please see the link below. A student may be eligible for EAL status if they meet both of the following conditions: ● They have been a resident in Australia or New Zealand or other predominantly English-speaking country for not more than seven years over the period of their education NOTE: The period of seven years is to be calculated cumulatively over the student's whole life. AND: ● English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. OR: ● Are a student of Aboriginal or Torres Strait Islander descent whose first language is not English. OR: ● They have a hearing impairment (must produce evidence of hearing loss of 60 decibels or greater in their better ear.) EAL applications for students whose country of origin is Singapore or India must be submitted to the VCAA for assessment with supporting documentation. Please Note: Springside West Secondary College cannot approve these students, only VCAA.	● Listening Comprehension activities including: Reading, listening and viewing of multimodal texts ● Creative writing in response to a literary text ● Close analysis of literary features in print and non-print texts ● Comparative analysis of ideas, themes and issues presenting in texts ● Sustained and timed writing exercise and re-drafting activities ● Group discussions about themes, ideas and characters in texts ● Reading, watching and discussing persuasive texts
CAREERS CAN INCLUDE:	
● Writer ● Lawyer ● Journalist ● Editor ● Politician ● Diplomat ● Teacher ● Lecturer	

LITERATURE

INTRODUCTION

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text

- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.	Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture. Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
UNIT 3	UNIT 4
Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers. Students then explore a supplementary reading that can	Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored. Students develop an understanding of the various ways in which author's craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.	Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.
--	---

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Reading different types of texts from different eras. • Exploring a range of authors. • Discussing texts and time periods in history.	• Close passage analysis • Creative writing • Critical essay writing • Annotating articles • Looking at different types of texts
CAREERS CAN INCLUDE:	
• Writer • Lawyer • Journalist • Editor • Politician • Diplomat • Teacher • Lecturer	

ENGLISH LANGUAGE

INTRODUCTION

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change.

VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

This study enables students to:

- Appreciate the historical, social and cultural roles of language in their lives
- Describe and analyse the structures, features and functions of spoken and written English language using appropriate metalanguage
- Investigate language acquisition, language choice, use and variation, and language change over time
- Reflect on and evaluate attitudes to language in historical, contemporary and individual contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian English's
- Explore and analyse the interplay between convention and creativity in language use
- Develop an awareness of the critical, intentional and innovative use of language and apply this to their own writing and speaking
- Become engaged, skilled and effective communicators.

COURSE CONTENT OVERVIEW	
UNIT 1: Language and Communication	UNIT 2: Language Change
Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems. Students also examine the similarities and differences between first- and additional-language acquisition, and multilingualism. They consider differences in the language acquisition process in children who are brought up multilingual compared with those who learn additional languages as they grow up. This extends to examining the language acquisition processes in adults who learn additional languages.	In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly. In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.
UNIT 3: Language variation and purpose	UNIT 4: Language variation and identity
Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning. Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.	In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed. Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Engaging with a wide range of contemporary texts, both formal and informal. Texts can include: - Academic writing - Public documents - Personal exchanges - text messages, phone	- Annotating texts - Essay writing - Report writing - Analysis of a range of texts - Case studies

- calls, casual conversation - o Interviews - o Speeches - o Advertising - o Literature - o Manuals • Analysing language use • Considering the power of language to control, shape and disrupt our lives • Learning about history and theoretical ideas	• Short answer questions • Presentations • Class discussions
CAREERS CAN INCLUDE:	
• Speech pathologist • Linguist • Language teacher • Lecturer • Editor • Translator/interpreter	

ITALIAN

INTRODUCTION

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

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

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino. Italian is one of the official languages of Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Slovenia and Libya and is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Brazil, Canada and the United States. It provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the	In this unit students develop an understanding of aspects of language and culture through the study of three or more

study of three or more topics from the prescribed themes: the world around us, the individual, and Italian speaking communities. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.	topics from the prescribed themes: the world around us, the individual, and Italian speaking communities. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.
UNIT 3	UNIT 4
In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.	In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Learning about foreign languages • Learning about foreign cultures socially, historically, and artistically • Travel and tourism • Communicating • Understanding the grammatical structure of a language • Making connections and drawing comparisons	• Conversation, interview or role-play • Talking about selected sub-topics • Summary of a film/film review • Listening to a conversation and write a response • Reading a variety of text types and responding • Creating a written presentation including images • Writing in a variety of styles
CAREERS CAN INCLUDE:	
• Travel and tourism • Interpreter/translator • Diplomacy • Linguistics • Hospitality • Teaching • Social services/Aged care services • Journalism/Blogger/Speaker • Fashion industry	

ACCOUNTING

INTRODUCTION

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

VCE Accounting prepares students for a university or Technical and Further Education (TAFE) vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting; management accounting; forensic (investigative) accounting; taxation; environmental accounting; management; and corporate or personal financial planning.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.	In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.
UNIT 3	UNIT 4
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.	In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:

• Conducting business entrepreneurship • Looking at Investment options • Working with numbers • Giving advice and making decisions • Working with computers	• Analysing business performance • Analysing investment options • Using computerised accounting programs • Calculating performance indicators • Preparing and analysing reports
CAREERS CAN INCLUDE:	
• Accountant • Business entrepreneur • Financial analyst • Investment banker • Taxation auditor • Accounting Teacher	

BUSINESS MANAGEMENT

INTRODUCTION

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

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

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.	This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.
UNIT 3	UNIT 4
In this unit students explore the key processes and considerations for managing a business efficiently	Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the

and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.	importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Learning about the business sector • Managing or leading people • Learning about motivation and behaviour management • Keeping up with current affairs	• Interviewing a small business operator and large business operator • Speakers from small or large businesses • Analysis of current media issues affecting businesses • Undertaking the role of a small business owner • Undertaking the role of management
CAREERS CAN INCLUDE:	
• Human Resource Management • Entrepreneur • Business manager • Financial manager • Chief executive officer • Business Management teacher • Any industry or retail-based management positions	

ECONOMICS

INTRODUCTION

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Economics examines the role of consumers, businesses, governments, and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards.

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts. Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards. Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by the government in planning and implementing policy, and by businesses in managing their relationships with consumers.	A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.
UNIT 3	UNIT 4
The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but the government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. Students develop an understanding of macroeconomics. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.	The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards. This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards. Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
● Investments and choices ● Banking and finance ● Media and news ● Keeping up with government policies ● Behavioural Psychology ● International trade and communication	● ASX stock exchange investments ● Analysing government and bank policies ● Analysing and interpreting data ● Comparing overseas economies and markets ● Setting policies and utilising creative skills

CAREERS CAN INCLUDE:

- Economist
- Treasurer
- Investment banker
- Politician
- Journalist
- Economics Teacher

HISTORY - MODERN HISTORY / REVOLUTIONS

INTRODUCTION

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

NOTE: Students undertaking history will study the following sequence from the VCE study design:

- Unit 1 & 2: Modern History
- Unit 3 & 4: Revolutions

COURSE CONTENT OVERVIEW

UNIT 1	UNIT 2
In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states.	In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history. The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa,

During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

UNIT 3 & 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution

- The Russian Revolution
- The Chinese Revolution.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Arguing about issues • Reading • Thinking and learning about the past • Questioning accepted truths	• Debates / group discussions • Looking at maps and timelines • Short writing tasks • Essays / Document / Source analysis
CAREERS CAN INCLUDE:	
• Any career that requires writing coherently and reading critically • Law • Education • Public Government • Journalism • Arts and Entertainment industry	

LEGAL STUDIES

INTRODUCTION

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective and whether it achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (all people can participate in the justice system and its processes should be impartial and open); equality (all people engaging with the justice system and its processes should be treated in the same way, if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage without disadvantage); and access (all people should be able to engage with the justice system and its processes on an informed basis).

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence lawmakers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/ or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing so, students develop an appreciation	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 different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are

of the manner in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.	protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.
UNIT 3	UNIT 4
In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/ or hypothetical scenarios.	In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/ or hypothetical scenarios.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Finding out more about your legal rights and responsibilities - Investigating crime and civil wrongs in society - Understanding how trials operate - Exploring how laws evolve over time - Exploring human rights issues - Critical thinking - Keeping up with current events	- Reading and summarising key content in a variety of formats - Responding to structured short answer and extended response questions - Applying knowledge to real and/or hypothetical scenarios and cases - Investigating and researching cases and rights - Mock trial and role plays - Class discussions
CAREERS CAN INCLUDE:	
- Lawyer - solicitor or barrister [private practice, government, in-house counsel, Community Law Centres] - Judges - Tribunal Members - Police [State / Federal officers] - Foreign affairs and trade - Policy advisor - Paralegal - Legal Researcher or Secretary - Courtroom roles	

PHILOSOPHY

INTRODUCTION

VCE Philosophy contains a broad introduction to Western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well.

Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Exploring big philosophical questions and the ideas of some of history's greatest thinkers promotes a satisfying intellectual life. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Several of these examples will be from a primary philosophical text using a complete text or an extract. As students investigate central concepts and problems, they will also consider the relationship between philosophical problems and relevant contemporary debates and texts.	What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.
UNIT 3	UNIT 4
This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well as questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world. Students engage with the set texts to develop perspectives on questions relating to the good life, including questions of relevance to contemporary living. Through critical reflection on ideas, perspectives, viewpoints and arguments, students develop and defend their own philosophical positions.	In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across two areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well. In Area of Study 1, students use concepts, arguments and viewpoints from the set texts to develop perspectives and justified philosophical positions on belief formation and justification in relation to a range of general questions.

	Students apply their learning from Area of Study 1 to identify and engage with epistemological issues that arise from case studies suggested by selected contexts.
--	--

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Discussing big questions and ideas • Formulating your own viewpoints • Engaging in class discussion • Thinking about why things are the way they are	• Classroom debates and discussions • Socratic seminars • Discussing thought experiments • Writing analytical responses • Evaluating philosophical perspectives
CAREERS CAN INCLUDE:	
• Journalist • Lawyer • Scientist • Teacher • Diplomat • Social worker • Writer • Editor	

SOCIOLOGY

INTRODUCTION

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Sociology looks at societies and investigates what influences people to behave the way they do. It asks you to examine everyday life and question things that you might otherwise take for granted.

In Unit 1, you will investigate the social category of youth and the social institution of the family. In Unit 2, you will explore the topics of deviance and crime.

In Unit 3 and 4 Sociology you will explore what happens at your everyday local level as well as what is happening on the global stage. In Unit 3, you will investigate Australian Indigenous experience, and concepts surrounding culture and ethnicity. Then, in Unit 4, you will explore the idea of community and the power behind social movements.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Youth and Family In this unit, students learn how to use sociological methods to study youth and family. Sociology is a discipline that tries to understand society as a whole, including its components, changes and variations. Sociologists use theories and critical thinking to explain and examine social phenomenon. Area of Study 1: This study area explores how youth is a social category that varies across time and place. It looks at the	Deviance and Crime This unit examines deviance and crime from a sociological perspective. It looks at how deviance is defined and explained by different theories and how society reacts to deviant behaviour through moral panic. It also looks at the patterns and causes of crime and the methods and goals of punishment. Area of Study 1: This study area examines deviance as a

factors that shape different youth experiences and the problems of stereotyping young people in a diverse context. Area of Study 2: This study area examines the family as a social institution that varies across cultures and contexts. It looks at the factors that affect the diversity of family forms and experiences, such as demographic changes and social trends. It also uses different sociological theories and methods to analyse the role and meaning of family life.	violation of social norms. It looks at different theories of deviance and how society responds to deviant behaviour through moral panic. Moral panic is a strong emotional reaction to a perceived threat to the social order. Area of Study 2: This study area examines crime and punishment. It looks at the patterns and causes of crime related to social factors and characteristics. It also looks at the methods and goals of punishment and how they affect the offenders and society.
UNIT 3	UNIT 4
Culture and Ethnicity In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. Area of Study 1: Students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students consider indigenous and non-indigenous perspectives and responses in their exploration. Area of Study 2: This study area explores ethnicity as a social category based on common heritage and identity. It looks at how ethnicity is dynamic and influenced by various factors. It also looks at the difference between ethnicity, which is culture and race, which is based on physical traits.	Community, social movements and change In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Area of Study 1: students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli. Area of Study 2: students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Thinking about issues - Advocating for change - Discuss what is happening in society - Thinking about why things are the way they are	- Classroom debates and discussions - Multimedia presentation - Examining the media - A report - A film analysis - A research report
CAREERS CAN INCLUDE:	
- Public Policy- Research, analysis, advice - Academia/Research - Criminology - Market Research - Social Research - Museum Curator - International Development - Social & Urban Planning - Healthcare and nursing - Social Work - Journalism - Teaching - Human resources	

FOUNDATION MATHEMATICS

INTRODUCTION

Foundation Mathematics Units 1 and 2 focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

This study explores the concept of estimation, as well as the use and application of different forms of number and related calculations. These will be applied in practical, every day and routine work contexts. Students will learn about personal financial services, income calculations including rates of pay and payslips, taxation, and interest. They will also explore the use of standard metric measurements, the reading and interpretation of scales on digital and analogue instruments, and time and duration including time and date specifications, conventions, schedules and timetables.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.	The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.
UNITS 3	UNIT 4
In Unit 3 students focus on extending their mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. This includes the review of calculation skills, solidifying an understanding of proportionality, and statistical investigation skills. Across all of these topics, students will be expected to identify the mathematics involved in real-life situations, perform relevant calculations (including with the use of technology), and interpret their answers in context.	The focus of Unit 4 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. Students will apply their prior knowledge to compare financial products, perform business calculations, and create 2D and 3D plans for real-life objects. Across all of these topics, students will be expected to identify the mathematics involved in real-life situations, perform relevant calculations (including with the use of technology), and interpret their answers in context.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Using Maths in practical situations, such as for planning itineraries or financial planning. - Analysing the hidden mathematics in a problem. - Using technology to support efficient problem solving. - Developing mathematical skills you will need in life.	- Mathematical investigations into one or two practical or theoretical contexts. - Using spreadsheets and other digital tools for computation.
CAREERS CAN INCLUDE:	

- Construction industry
- Hospitality or retail
- Logistics
- Tour operator
- Driver
- Journalist
- Real-estate agent

GENERAL MATHEMATICS

INTRODUCTION

Across General Mathematics Units 1-4, students are exposed to five main areas of study. The topics studied as part of these areas of study are below:

1. *Measurement*: using formulae to determine the features of various 2D- and 3D-shapes.
2. *Data analysis*: using summary statistics and visual displays to analyse data sets and make sense of complex, real-world data sets.
3. *Recursion and financial modelling*: using a range of algebraic models to represent and solving problems involving a range of financial situations, including compound interest, depreciation, and a range of loan types.
4. *Matrices*: using matrices to model complex situations involving predictable change.
5. *Graphs and networks*: using networks to solve flow problems, matching problems, and travel problems.

Across these topics, students will be expected to define and explain key concepts (Outcome 1), apply their skills to non-routine problems involving investigation or problem-solving (Outcome 2), and demonstrate their computational thinking and application of the functions of technology in problem-solving (Outcome 3). **For the purposes of assessing Outcome 3, which involves the application of technology, a TI-Nspire CAS calculator is a requirement of this course throughout Units 1-4. Students will not be able to be successful in this course if the required CAS calculator is not purchased.**

General Mathematics is often a prerequisite for university courses that require *some* mathematics background or have a numeracy component.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In Unit 1 students begin by studying approximations and applying this knowledge throughout a range of measurement topics including 3D surface area and volume, Pythagoras's theorem in two and three dimensions, and similarity. Students are introduced to matrices and how to perform calculations involving them. They will study the features of a matrix, including its inverse and determinant, and apply their understanding to problems involving communication and transition. Students then study arithmetic and geometric sequences, and their application in financial contexts.	In Unit 2 students study graphs and networks, including the description of networks in terms of faces or regions, vertices and edges, the application of Euler's formula traversability of a network, rules for following a path, and applications of networks to simplify distance or time minimisation problems. As part of their study of data, students represent and compare univariate data distributions using a range of visual displays including frequency tables, bar charts, dot plots, stem plots, and histograms. They also calculate measures of centre and spread and use these to analyse differences and draw conclusions.
UNIT 3	UNIT 4
In the data analysis study, students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction. In the study of recurrence and financial arithmetic, Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation,	In the study of matrices, Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. In the study of networks, Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

loans, annuities and perpetuities.	
------------------------------------	--

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Problem-solving • Using theory to explain everyday phenomena • Applications of mathematics • Using technology to efficiently produce results.	• Real life problem solving • Practical investigations • Analysis tasks • Group work • Projects • Extensive use of CAS calculator • Topic tests
CAREERS CAN INCLUDE:	
• Aviation • Early childhood education • Banking finance • Secondary education • Economics • Commerce • IT • Cybersecurity • Biology • Bioscientist • Scientist • Business	

MATHEMATICAL METHODS

INTRODUCTION

In Mathematical Methods, students study simple elementary functions, 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 and 4. **For the purposes of assessing Outcome 3, which involves the application of technology, a TI-Nspire CAS calculator is a requirement of this course throughout Units 1-4. Students will not be able to be successful in this course if the required CAS calculator is not purchased.**

Students in this subject should be fluent in their number skills, including the manipulation of fractions and algebraic expressions, for example. Students who were not enrolled in Year 10 Advanced Mathematics should be aware that a significant amount of study should be done prior to, and while completing, these units. The achievement for students who have not previously studied Year 10 Advanced Mathematics have usually been low.

Mathematical Methods Units 3 and 4 extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in science, humanities, economics and medicine.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In Unit 1, students explore a range of relations and functions, as well as related concepts such as their transformation, domain, range, inverses and related notation. The relations or functions studied include polynomials, rectangular hyperbolas, the truncus, and exponential or logarithmic functions. Students explore the application of these concepts in situations involving investigative and problem-solving skills, and apply the relevant functions of their CAS calculator in these pursuits.	In Unit 2 students study arrangements and selections, and their applications. Students are introduced to discrete random variables, and apply this to sampling both with and without replacement. As part of their study of circular functions, study trigonometric functions and their applications. In calculus, students are introduced to rates of change and the rules for differentiation, as well as their use in graph sketching. Students explore the application of these concepts in situations involving investigative and problem-solving skills,

	and apply the relevant functions of their CAS calculator in these pursuits.
UNITS 3 & 4	
In Unit 3, students review a range of functions and their differentiation using a range of techniques. Students study inverses, the sums and products of functions, and composite functions. Further to this, they study the modelling of practical situations using these functions, and the use of relevant functions of their CAS calculator to support this work. In Unit 4, students study the integration of a range of functions as part of their study of calculus and find the areas under or between a range of curves. As part of their study of probability, students develop and apply an understanding of Bernoulli sequences, continuous random variables, sample proportions, and confidence intervals. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.	

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Investigating and solving problems in a variety of mathematical situations - Rigorous application of mathematical methods to analysis, application and logical reasoning tasks - Using technology to solve mathematical problems	- Efficient and accurate operation of CAS calculators - Skills practice in standard mathematical routines - Analysis / problem solving tasks - Application / modelling tasks - Tests
CAREERS CAN INCLUDE:	
- Accounting - Biomedicine - Engineering - Information Technology - Science - Business - Medicine - Veterinary Studies - Dentistry - Optometry	

SPECIALIST MATHEMATICS

INTRODUCTION

Specialist Mathematics is designed for students who are passionate about mathematics and possess a desire to explore more advanced concepts and applications. This subject is ideal for students who are passionate about mathematics and are considering future studies in mathematics, engineering, science, or other STEM-related fields.

Specialist Mathematics Units 1 and 2 comprise a fully prescribed set of topics that focus on mathematical reasoning, structure, and proof. The course builds upon topics introduced in Mathematical Methods and gives students a broader understanding of the nature of mathematics and how it can be applied. When studied alongside Mathematical Methods Units 1 and 2, these units provide a strong foundation for further study in Specialist Mathematics Units 3 and 4.

Specialist Mathematics Units 3 and 4 are designed to be taken concurrently with, or following the completion of, Mathematical Methods Units 3 and 4. The course extends key concepts from Methods and deepens exploration of additional topics such as logic and proof, complex numbers, vectors, differential equations, kinematics (motion), and statistical inference.

It is important to note that selection and application of various functionalities of technology forms a significant component of Outcome 3. For the purposes of assessing this outcome, it is a requirement of Units 1-4 that students own a TI-Nspire CX/CX-II CAS calculator. Students who have not purchased the required CAS calculator will find this to be a significant barrier to success in this course.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
The areas of study for Specialist Mathematics Unit 1 are: 'Algebra, number and structure', and 'Discrete mathematics'. Material for these areas of study will be covered by the end of Unit 1 and concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4. Students undertaking this unit are expected to use a range of mathematical techniques and problem-solving strategies. This includes working with numbers (including rational, real, and complex), equations, graphs, diagrams, and algebra, as well as using tools like sets, tables, matrices, and logic gates. They will also explore algorithms, geometric constructions, and recurrence relations. Students will learn how to construct mathematical proofs and use step-by-step processes to solve problems. Both mental and written calculations are important, along with the ability to estimate and verify answers. Technology is used throughout the course to support learning and problem solving (this includes the use of CAS calculators and software for numerical, graphical, geometric, symbolic, and statistical work).	The areas of study for Specialist Mathematics Unit 2 are 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'. Material for these areas of study will be covered by the end of Unit 2 and lay an essential foundation for further development in Units 3 and 4. In undertaking this unit, students are expected to use a variety of mathematical techniques and problem-solving methods. This includes working with different types of numbers (such as rational, real, and complex), as well as using sets, lists, tables, vectors, matrices, diagrams, and geometric constructions. Students will also use algebra, equations, graphs, and algorithms—both with and without technology. They will learn how to build mathematical proofs and use algorithms to find solutions to problems. Strong skills in estimation, mental maths, and written calculations are important. Technology, including CAS calculators and software, will be used throughout the course to support learning and problem solving (especially for working with numbers, graphs, geometry, symbols, and statistics).
UNITS 3 & 4	
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The course content for Specialist Mathematics highlights mathematical structure, reasoning and proof and applications across a range of modelling contexts with a selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 is such that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. To succeed in Specialist Mathematics Units 3 and 4, students are expected to be familiar with the key knowledge and skills from both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. They must also be studying, or have already completed, Mathematical Methods Units 3 and 4 at the same time. These subjects together provide the background knowledge and skills needed for Specialist Mathematics Units 3 and 4. Unit 3 covers topics from the areas of: • Discrete Mathematics • Functions, Relations and Graphs • Algebra, Number and Structure • Space and Measurement • Calculus Unit 4 includes: • Remaining content from Discrete Mathematics, Calculus, and Space and Measurement • Data Analysis, Probability and Statistics In undertaking these units, students will apply a wide range of mathematical techniques, including working with numbers (rational, real, and complex), sets, lists, tables, vectors, diagrams, and geometric constructions. They will use algebra, equations, graphs, algorithms, and calculus (differentiation, anti-differentiation, and integration), along with statistical methods for drawing conclusions (inference). These skills will be used with and without the support of technology.	

Students are expected to be confident using mental strategies and written calculations. Technology (such as CAS calculators and software) will be used throughout the course to support numerical, graphical, symbolic, statistical, and geometric work in both learning and assessment.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Higher-level thinking skills - Investigating and solving problems in a variety of mathematical situations - Rigorous application of specialist methods to analysis, application and logical reasoning tasks - Using technology to solve mathematical problems - Physics - Exploring mathematics in depth	- Efficient and accurate use of CAS technology - Development of computational thinking skills, including use of algorithms and pseudocode - Development of mathematical skills and knowledge in routine contexts - Problem-solving or modelling tasks - Application and analysis tasks - Tests
CAREERS CAN INCLUDE:	
- Mathematics - Engineering - Computer Science - Naval Architecture - Meteorology - Psychiatry - Surveying - Astronomy - Actuarial Science - Army/Navy/Air Force Officer - Intelligence - Geophysics	

BIOLOGY

INTRODUCTION

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 explores 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 the other sciences.

Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an internal environment in animals.	In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators' structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.
UNIT 3	UNIT 4
In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.	In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology. A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Learning about how life developed • Exploring the living world on the microscopic and whole organism level • Using theory to explain things we see in everyday life.	• Dissections • Practical investigations • Fieldwork • Posters, models, projects • Group work
CAREERS CAN INCLUDE:	
• Medicine • Botany • Genetics • Immunology • Microbiology • Pharmacology • Zoology	• Biotechnology • Dentistry • Ecology • Education • Food Science • Health Science • Veterinary science

CHEMISTRY

INTRODUCTION

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur around us. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice.

In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.	Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.	Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.
UNIT 3	UNIT 4
The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.	Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
● Learning about how matter behaves ● Explaining the properties of materials you see ● Doing practical work and explaining the theory behind the results	● Practical investigations ● Analysis of data ● Model making ● Posters and other projects ● Group work
CAREERS CAN INCLUDE:	
● Agriculture ● Biochemistry ● Engineering ● Environmental Studies ● Food Studies ● Forensic Science ● Pharmacy ● Sports science ● Medicine	

ENVIRONMENTAL SCIENCE

INTRODUCTION

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

In VCE Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

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

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

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects. In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.	Using field data and global satellite imaging, environmental scientists can estimate that more than 80 percent of Earth's surface has been transformed by long-extinct volcanoes. Scientists are able to monitor changes in the volume, salinity and rate of evaporation from bodies of water, and track disruptions to the hydrological and carbon cycles associated with large-scale deforestation. A comparison of the Gariwerd seasonal calendar with other Aboriginal and Torres Strait Islander peoples' seasonal calendars and with Western planting schedules over time illustrates different approaches to crop selection and land management in response to environmental change. In this area of study students compare Earth's changing features, examine different ways to measure and make predictions about changes in Earth's four systems, and explore different options for managing environmental changes and challenges. The selection of learning contexts should allow students to develop practical techniques and undertake fieldwork to examine change or disruption to ecosystems and local landscapes over time. Students develop their skills in the use of scientific equipment and apparatus. They perform comparative tests of ecological function such as measuring the infiltration rates through rocks and soils with different permeabilities, and design practical solutions to challenges such as erosion and curbing water run-off. Students may obtain secondary data for analysis from landscape mapping tools.

UNIT 3	UNIT 4
In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere. A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use will be conducted.	In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use. Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Studying Earth's systems (atmosphere, biosphere, hydrosphere, lithosphere) - Investigating human impact on the environment - Conducting experiments and fieldwork - Solving environmental problems - Learning from various scientific disciplines - Understanding global environmental issues - Communicating scientific findings - Cultivating curiosity and critical thinking skills	- Practical investigations - site investigations both within the school and outside the school - Environmental Policy Debate - Water Quality Field Investigation - Community Engagement Project - Waste Management Audit - Biodiversity Survey - Indigenous Environmental Practices
CAREERS CAN INCLUDE:	
- Ecologist - Geoscientist - Environmental Consultant - Landscape Designer - Regional and Urban Planner - Environmental Lawyer - Coastal Management Specialist - Climate Risk Manager - Disaster Risk Manager - Environmental Engineer - Water Resource Specialist - Sustainability Manager - Waste Management Specialist - Air Quality Analyst - Environmental Data Analyst - GIS Specialist - Environmental Economist - Indigenous Environmental Management Advisor	

PHYSICS

INTRODUCTION

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

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter- and longer-term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

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

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change. Students build on their understanding of energy to explore energy derived from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the release of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia. Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically	In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and study Newton's 3 laws of motion. Students apply mathematical models during experimental investigations of motion and apply their understanding of motion and force through a case study. Students will also develop a deeper understanding of an area of interest within diverse areas of physics. They select one topic to research from eighteen options. They will, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students. Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question. Research questions may relate to different scientific methodologies that involve the generation of primary data, controlled experiments, fieldwork, correlational studies, classification and identification, modelling, and the development of a product, process or system. Students may

assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.	extend their knowledge and skills related to understanding motion by designing and undertaking investigations such as, 'What are the energy transformations during a theme park ride?', 'What are the forces experienced by a net-baller's ankle?', 'Is momentum conserved in a football tackle?' and 'What is the optimal design of the lightest capsule that is able to prevent an egg breaking during a drop?'. Video analysis can be used to investigate questions such as, 'Is kinetic energy conserved in a pole vault?'.
UNIT 3	UNIT 4
In this area of study, students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond through the investigations of objects on land and in orbit. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass. Field models are also studied and used to explain the behaviour of objects when there is no apparent contact. In this area of study, students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron. The Unit ends with the study of the production, distribution and use of electricity and its major impact on the way that humans live. Students will use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore the transformer as critical to the performance of electrical distribution systems in minimising power loss.	In this area of study, students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world. When light and matter are probed, they appear to have remarkable similarities. Light, previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter. Students consider the limitations of classical mechanics as they explore Einstein's view of the Universe. They consider postulates as distinct from theories and explore ideas related to objects moving at speeds approaching the speed of light. They use special relativity to explore length contraction and time dilation as observations are made by observers in different frames of reference, and the interrelationship between matter and energy. Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to fields, motion or light. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field. When undertaking the investigation students are required to apply the key science skills to develop a question, state an aim, formulate a hypothesis and plan a course of action to answer the question, while complying with safety and ethical guidelines. Students then undertake an investigation to generate primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to scientific ideas, discuss implications of the results, and draw and evaluate a conclusion in response to the question.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Learning about the Universe • Doing practical experiments • Finding out how things work	• Practical investigations • Independent and group research • Analysis of data
CAREERS CAN INCLUDE:	
• Physicist • Medical Radiographer • Engineer	

- Astronomer
- Electronics specialist
- Technician
- Space scientist
- Avionics Engineer
- Architect
- Pilot
- Structural/ Architectural Engineer

PSYCHOLOGY

INTRODUCTION

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.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

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. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations including controlled experiments, case studies, correlational studies, modelling, simulations and literature reviews. Knowledge and application of the research, ethical and safety guidelines associated with psychological investigations is integral to the study of VCE Psychology.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models	In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these

and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.	experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.
UNIT 3	UNIT 4
In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.	In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Understanding why people behave in different ways. - Learning how your brain works and how it can be tricked or trained and changed.	- Textbook activities and worksheets - Quizzes - Experiments
CAREERS CAN INCLUDE:	

- Academic and research institutions
- Management and human resources
- Government / corporate / private enterprises
- Applied psychology in educational, environmental, forensic, health and sport
- Specialist fields of psychology including counselling and clinical contexts, neuropsychology, social psychology and developmental psychology

ART CREATIVE PRACTICE (TEXTILES)

INTRODUCTION

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice. Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.	In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks. While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.
UNIT 3	UNIT 4
In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4. In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.	In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice. In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2

	in the refinement, resolution and presentation of the student's Body of Work. The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.
--	---

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Being creative and working in a tactile / hands-on manner • Expressing your ideas and communicating to others in a visual form • Discovering, experimenting with and exploring new materials and techniques • Fashion and Textiles design, High-fashion looks, Fashion history	• Development of a creative practice • Folio development • Research and analysis of individual artists and their own creative practice • Excursions to exhibitions • Practical skills of fibre and textiles manufacture • Experimental creative practice of various materials and techniques
CAREERS CAN INCLUDE:	
• Fashion designer / Costume designer • Fibre artist • Fashion Illustrator • Sewist • Textiles Designer • Pattern Maker • Trends forecaster • Stylist	

ART MAKING AND EXHIBITING

INTRODUCTION

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.	In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.
UNIT 3	UNIT 4
In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and	In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.	The Visual Arts journal in Unit 4 includes: · the continued development of the student's own art making in a specific art form · evaluation of art making in a specific art form · the visual documentation of the processes used for finalising artworks · annotations to support visual documentation · research into the connections between specific artists and artworks and the student's own artworks · research about the presentation of artworks in exhibitions · research undertaken for conservation and care of artworks · research about the selection of artworks for display and the planning of exhibitions · written and visual research to make connections with specific artists and artwork. The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback. Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4.
--	---

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
--	--

• Being creative and working in a tactile / hands-on manner • Expressing your ideas and communicating to others in a visual form • Discovering, experimenting with and exploring new materials and techniques • Art history	• Development of a studio process • Folio development • Research and analysis of individual artists and art styles • Investigation into the art industry • Excursions to exhibitions
CAREERS CAN INCLUDE:	
• Animator • Artist • Art Critic • Art Restorer • Art Historian • Architect • Costume Designer or Maker • Curator at a Gallery or Museum • Fashion • Graphic Designer • Interior Designer • Industrial Designer • Jeweller • Photographer • Printmaker • Set Designer • Teacher • Visual Merchandising	

DRAMA

INTRODUCTION

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of	In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon

those styles can be used in the work they devise and create for an audience. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed within certain performance styles and in contemporary drama practices. They document the play-making techniques they use to explore and extract meaning from stimulus material, and document the exploration of production areas, dramatic elements, and conventions of selected performance styles.	from a contemporary or historical Australian context. In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas. Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology. An Australian work might: • be written, adapted or devised by Australian writers or theatre-makers • reflect aspects of Australian identity, which could include the experiences and perspectives of Aboriginal and Torres Strait Islander Peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. Across this unit, students study performance styles and drama practices from a range of historical and/or social and/or cultural contexts.
UNIT 3	UNIT 4
In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance. In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students attend, analyse and evaluate a live professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.	This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration. Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination. They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles and contemporary drama practices to support their work in this unit.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Theatre Productions • Improvisation • Script Writing or Creative Writing • Acting • Directing • Film Studies • Performing • Dance • Music • Speech and Debating • Literature • Entertaining • Devising • Comedy	• Excursions to the theatre • Devising original dramatic works • Collaborating with others • Practical workshops and exercises • Drama skill building games and exercises • Group performance tasks to a variety of audiences • Solo performance tasks to a variety of audiences • Research tasks • Written exams • Performance analysis tasks
CAREERS CAN INCLUDE:	
• Actor • Director • Playwright/Screenwriter • Producer • Stage Manager • Theatre Technician • Small Theatre Company Manager • Radio Presenter • Drama Teacher/Instructor • Arts Administrator • Casting Director • Drama Therapist • Television Presenter • Dancer • Community Arts Worker • Entertainment Journalist/Critic • Arts Marketing/Publicity	

MEDIA

INTRODUCTION

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

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.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. 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.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.	Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.
UNIT 3	UNIT 4
In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their	In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms. In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place

interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.	of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
● Analysing and reviewing movies and shows ● Making video or photographic content ● Social media ● Photography ● Videography ● Advertising ● Creativity ● ICT ● Art	● Analysis Tasks: Film, television and print media Research Tasks ● Case studies of real issues and events in the media ● Engagement with and discussion of current media news and events, including news, films and streaming, social media, etc. ● Practical applications, including creating video, photography, audio, interactive media products ● Product design, creation and evaluation
CAREERS CAN INCLUDE:	
● Advertising ● Film Production ● Photography ● Digital art ● Journalism ● Critic ● Digital Design ● Marketing ● Podcasting	

MUSIC

INTRODUCTION

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Music is uniquely an aural art form and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding

of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Music learning has a significant impact on the cognitive, affective, motor, social, cultural and personal competencies of students. It supports and encourages flexible cognitive and behavioural skills, and creativity, which are further enhanced by the non-verbal communication methods found in musical socialisation. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

Through performance, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

Through creating, students explore the manipulation of sound, producing new music works and arrangements. Using the music elements and concepts, students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

Through responding and analysing, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in works.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.	In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students 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. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.
UNIT 3: Music Contemporary performance	UNIT 4: Music Contemporary performance
This study offers pathways for students whose performance	Students continue to work towards building a 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. In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.	program they will present at their 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. Students 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. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students 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.
UNIT 3: Music Repertoire Performance	UNIT 4: 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. In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. 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. Students 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.	In this unit students continue to develop the performance program established in Unit 3 for their 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. Students use music analysis skills to 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. Students 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.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Performing • Making music • Analysing music	• Solo performance • Ensemble performance • Analysis

• Entertaining • Song writing	• Reflections • Written tasks • Aural skills • Theory skills
CAREERS CAN INCLUDE:	
• Musician • Audio Engineering • Sound Production • Song writing • Creative Industries • Music Composition • Music and sound Production	

VISUAL COMMUNICATION DESIGN

INTRODUCTION

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. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

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. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledge, histories, traditions and practices.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and	Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of

prepare design criteria in the form of a brief. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.	the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.
UNIT 3	UNIT 4
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.	In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Working to a brief • Solving Design Problems • Discussing ideas, themes, and good design • Working in groups • Listening to and delivering oral presentation • Practical in making Physical Models and Digital Models • Use industry level software or hand drawing techniques to produce a folio of design work	• Researching, collecting data from target audience, reframing design problems • Sketches, drawing from observation, and generating ideas • Creating concepts addressing design briefs • Evaluating concepts • Exploring a variety of Methods, Media, and Materials for creative purposes • Learning experiences outside the classroom
CAREERS CAN INCLUDE:	
• Graphic Designer • Industrial Designer (Product Designer) • Fashion Designer • Architect • Landscape Designer • Exhibition Designer • Illustrator • Website and App Designer • Game Designer	

APPLIED COMPUTING / SOFTWARE DEVELOPMENT

INTRODUCTION

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

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

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

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

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

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution. In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using the Python programming language. They develop techniques for debugging and testing their software solution to ensure that it works as intended. The software used will only work on a Windows or Macintosh laptop.	In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information. In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution. In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.
UNIT 3	UNIT 4
In this unit students apply the problem-solving methodology to develop working software modules using an object-oriented programming (OOP) language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop a set of working software modules through the use of an OOP language. Students examine a set of requirements and a range of software design tools in order to apply specific features of an OOP language to create working software modules. In Area of Study 2, students analyse an identified problem, need or opportunity, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.	In this unit, students focus on how the needs of individuals and organisations are met through the development of software solutions using an object-oriented programming (OOP) language and consider the cyber security risks to organisations as a result of insecure software development practices. In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design generated in Unit 3, Area of Study 2 into a working software solution. They test and evaluate the solution and assess the project plan. Unit 4, Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2, students examine the current software development practices of an organisation and the risks associated with insecure software development environments and practices. Students evaluate the current security practices and make recommendations to ensure software development environments and practices are secure.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Exploring how digital systems and solutions can be used by individuals and organisations - Developing an understanding of the roles and applications of cybersecurity, data analytics and programming - Applying the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities - Identifying and evaluating innovative and emerging opportunities for digital solutions and technologies - Developing critical and creative thinking, communication and collaboration, and personal, social and ICT skills. - Developing project management skills	- Presentations (oral, multimedia, visual) of an innovative solution - Written reports - Respond to a teacher-provided case study, creating diagrams which show how data travels through a system, systems interact with each other and how people interact with systems - Annotated visual reports - Case study with structured questions - The design of a wireless network or a working model of a wireless network. - Interpreting teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules. - Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and

	the consequences of ineffective strategies and recommend a risk management plan to improve current security practices. • Developing project management plans for a range of case studies
CAREERS CAN INCLUDE:	
• Application/Full-Stack Developer • Database Administrator • IT Business Analyst • Network/Systems Administrator • Software Developer/Engineer/Architect • Computer Programmer • Video Game Developer • Web Developer • Project Management	

FOOD STUDIES

INTRODUCTION

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

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

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade	In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to

in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.	the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.
UNIT 3	UNIT 4
In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.	In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
● Knowing how humanity has historically sourced its food and how Australian cuisine came about. ● Knowing how your food is produced and how many different factors can positively and negatively impact the available food. ● Conducting research, cooking, and planning your own foods and recipes for a particular situation. ● Knowing where and how your food is digested. ● Knowing the science behind your food. ● Knowing how we can produce food while protecting the planet. ● Knowing how food is marketed.	● Cook five or six recipes throughout each unit. ● Provide digital evidence of your cooking, including proof of organisation, safe use of equipment, technical skills, food hygiene, and safety. ● Taste tests. ● Sensory analysis. ● Ingredient comparisons. ● Research assignments. ● Contribute to class discussions. ● Develop menus and recipes to meet specific needs. ● Modify recipes to meet needs.

CAREERS CAN INCLUDE:

- Commercial cookery/chef
- Food processing
- Food safety supervisor
- Food and nutrition science
- Food science and technology
- Food technology and nutrition

PRODUCT DESIGN AND TECHNOLOGIES

INTRODUCTION

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.

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

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

COURSE CONTENT OVERVIEW

UNIT 1	UNIT 2
This unit focuses on the work of designers across relevant specialisations in product design. 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. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.	Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They 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. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.	
UNIT 3	UNIT 4
In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives. 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. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. 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. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts. In Area of Study 1, students examine a range of factors that influence the design, development and production of products within industrial settings. Students research and investigate designs across a range of specialisations that include historical iconic designs that have stood the test of time; designs with inbuilt obsolescence; products that are fast to the market; products that are designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature. They consider influences on product design when addressing ethical considerations for end users. In Area of Study 2, students use design thinking to formulate a design brief that addresses a need or opportunity related to ethical product design, and conduct research to explore current market needs and/or opportunities. Students generate, evaluate and critique graphical product concepts (visualisations, design options and working drawings) related to ethical product design. In Area of Study 3, students explore the physicality of product concepts through developing prototypes to select and justify the chosen product concept and a final proof of concept. Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.	In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. 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. In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary. In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:

• Being creative and working in a tactile / hands-on manner • Discovering, experimenting with and exploring new materials and techniques	• Development of a Design Process • Folio development • Construction of a product for use
CAREERS CAN INCLUDE:	
• Furniture Design • Industrial Design • Cabinet Maker • Jewellery Designer and Maker • Interior Spaces and Exhibitions Designer • Engineer • Building and Construction • Furnishings and Homewares Designer • Graphic Designer • Materials Engineer • Product Developer and Manager • Set designer	

SYSTEMS ENGINEERING

INTRODUCTION

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle. Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance through innovation processes. Lean, agile and fast prototyping engineering and manufacturing concepts and systems thinking are integral to this study.

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
This unit focuses on engineering fundamentals as the basis of	In this unit students study fundamental electrotechnological

understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical, subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.	engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.
UNIT 3	UNIT 4
In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students’ understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.	In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
● Problem solving ● Working with mechanical, electrical and electronic devices ● Discovering how things work	● Production work to create a mechanical and electrotechnological integrated and controlled system ● Testing and problem solving of mechanical and electronic devices ● Constructing a mechanical and electronic product

CAREERS CAN INCLUDE:

- Any type of Engineering: mechanical, electronic, aeronautical or even software
- Electrician
- Auto mechanic or technician
- Auto electrician

HEALTH AND HUMAN DEVELOPMENT

INTRODUCTION

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

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

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

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

COURSE CONTENT OVERVIEW

UNIT 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

UNIT 3	UNIT 4
In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.	In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Nutrition • Stages of the lifespan • Youth health and wellbeing • Improving the healthcare system • Global health and effectiveness of aid programs	• Data analysis • Case studies • Comparison of health indicators across countries • Analysis of the health status of a variety of population groups
CAREERS CAN INCLUDE:	
• Nursing • Midwifery • Public health and health promotion • Nutrition • Social work • Humanitarian aid work • Allied health practices • Education • Community health research and policy development	

VET SPORT, AQUATICS & RECREATION

INTRODUCTION

The VCE/VET Certificate III in Sport, Aquatics and Recreation is a program designed to provide students with both practical skills and theoretical knowledge in the sport, aquatics, and recreation industries. This certificate is a part of the Victorian Certificate of Education (VCE), offering a valuable pathway for students aiming to pursue a career in the industry or explore their educational pathway through Vocational Learning.

From a VCE perspective, this program provides dual benefits. Firstly, it offers students the opportunity to gain a nationally recognised vocational qualification (SIS30122 Certificate III in Sport, Aquatics and Recreation) while completing their secondary education, whilst also contributing to their Australian Tertiary Admission Rank (ATAR), which is crucial for university entrance. In Units 1 and 2 students will achieve a Certificate II in Sport and Recreation. Continuing this in your studies into Units 3 and 4 students will achieve a Certificate III in Sport, Aquatics and Recreation. The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year. Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
• Participate in workplace health and safety • Participate in conditioning for sport • Maintain activity equipment • Provide first aid and cardiopulmonary resuscitation • Respond to emergency situations • Assist in conducting recreation sessions	• Organise personal work priorities • Continuously improve officiating skills and knowledge • Maintain sport, fitness and recreation industry knowledge • Provide quality service • Respond to interpersonal conflict
UNIT 3	UNIT 4
• Conduct sport coaching sessions with foundation level participants • Facilitate groups	• Deliver recreation sessions • Participate in WHS hazard identification, risk assessment and risk control processes

CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
• Working with other people • Coaching • Providing a quality service to the community • Conditioning for sport	• Officiating • First aid • Communication • Recreation
CAREERS CAN INCLUDE:	
• Personal trainer • Working in the sport and recreation industry (eg: leisure centre) ◦ Aquatics coordinator ◦ Swim school coordinator ◦ Gym coordinator ◦ General Manager at a leisure centre • Sporting Official	

PHYSICAL EDUCATION

INTRODUCTION

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

COURSE CONTENT OVERVIEW

UNIT 1	UNIT 2
In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.	This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.
UNIT 3	UNIT 4
This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.	In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.
CHOOSE THIS SUBJECT IF YOU ENJOY:	LEARNING ACTIVITIES WILL INCLUDE:
- Exploring the body's response to exercise - Applying movement understanding to improve performance outcomes	- Biomechanical practical application through labs - Varied range of innovative theoretical tasks and activities

CAREERS CAN INCLUDE:

- Health Sciences
- Exercise Science and education
- Personal Training
- Elite playing and coaching career
- Physical Therapy and rehabilitation

WORK RELATED SKILLS (VCE VOCATIONAL MAJOR)

INTRODUCTION

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

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

ACCREDITATION PERIOD

- 1 January 2023 – 31 December 2027

COURSE CONTENT OVERVIEW

UNIT 1	UNIT 2
This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.	As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.
UNIT 3	UNIT 4
This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: • wellbeing, culture and the employee-employer relationship • workplace relations, and • communication and collaboration. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication	In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

skills contribute to healthy, collegiate and productive workplaces.	
---	--

LEARNING ACTIVITIES WILL INCLUDE:

- Investigation and presentation of career pathway.
- Research tasks on labour market trends.
- Participating in incursions & excursions.

PERSONAL DEVELOPMENT SKILLS (VCE VOCATIONAL MAJOR)

INTRODUCTION

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Unit 1: Healthy individuals This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.	Unit 2: Connecting with community This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.
UNIT 3	UNIT 4
Unit 3: Leadership and teamwork This unit considers the role of interpersonal skills and social	Unit 4: Community project This unit focuses on student participation in an extended

awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.	project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.
---	--

LEARNING ACTIVITIES WILL INCLUDE:
● Investigation into emotional intelligence and role models within the community ● Goal setting ● Comparing and analysing contexts in relation to social awareness and interpersonal skills ● Demonstrating leaderships skills ● Planning and collaborating with peers ● Reflecting and evaluating on team building activities ● Investigation into community health and health promotion project within the community ● Research tasks ● Planning and documenting community projects ● Class discussions ● Note taking ● Short answer questions

LITERACY (VCE VOCATIONAL MAJOR)

INTRODUCTION

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts will be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts.	In this area of study, students will engage in issues that are characterised by disagreement or discussion. Students will consider the values and beliefs that underpin different

Students will read or watch a variety of texts for a personal purpose, such as finding information. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. In addition, students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.	perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience. Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types will take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.
UNIT 3	UNIT 4
In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.	In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which some messages can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

LEARNING ACTIVITIES WILL INCLUDE:

- Reflective, narrative, procedural and persuasive writing
- Multimedia text creation
- Research tasks
- Class discussions
- Note taking
- Short answer questions
- Oral presentation

NUMERACY (VCE VOCATIONAL MAJOR)

INTRODUCTION

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships

and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.	In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.
UNIT 3	UNIT 4
In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.	In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

LEARNING ACTIVITIES WILL INCLUDE:
• Developing plans for building of facilities, including cost analysis and technical drawings. • Measuring of health within one's lifestyle; both through the lens of a healthy lifestyle and their physicality of their day to day. • Looking at real world situations such as homelessness and using data to make suggestions of causes and possible solutions. • Creating plans and routes for visiting certain areas, especially areas within the metropolitan area. • Creating objects and products and thus developing the blueprint and plans to develop them.

STRUCTURED WORKPLACE LEARNING RECOGNITION FOR VET (VCE VOCATIONAL MAJOR)

INTRODUCTION

Structured Workplace Learning (SWL) Recognition for VET investigates and documents on-the-job-learning through an authentic workplace experience related to the student's vocational education and training (VET) qualification or school-based apprenticeship or traineeship (SBAT).

SWL connects the learning from a VET qualification to the workplace. Students are required to participate in a SWL placement that develops their understanding of a specific industry or occupation. SWL facilitates skill development and practical application of industry knowledge and can result in increased employment opportunities.

SWL also provides an opportunity for students to engage with the world of work and explore career pathways. Experience in a workplace exposes students directly to different occupations and can inform decision-making about post-school employment and training.

SWL complements VET delivered to secondary students (VDSS) and SBATs. It is a central element of many VET courses and is highly regarded by employers. Students build skills and knowledge, develop employability skills and gain industry experience related to the VET qualification they are undertaking. They use a Workplace Learning Record (WLR) to document what they have learnt.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
In Unit 1, students investigate Structured Workplace Learning (SWL) options and plan and participate in their first SWL placement in an industry aligned with their VCE VET qualification and matched to their individual skills and interests. The learning outcomes for each Structured Workplace Learning Recognition for VET unit must reflect different SWL experiences, and a specific Workplace Learning Record (WLR) is used to document this learning. To complete Unit 1, students are required to undertake at least 80 hours of SWL placement and the Work Health and Safety (WHS) unit of competency for their VET qualification. In preparation for the SWL placement, students must meet the relevant WHS requirements and develop fundamental knowledge of WHS related to the specific industry area of their work placement. As part of this area of study, students begin learning about safety processes and documents, and hazards and risks relevant to the industry in which they are undertaking their work placement.	In Unit 2, students plan and participate in their second SWL placement in an industry aligned with their VCE VET qualification to consolidate their knowledge, skills and experience in the workplace. The learning outcomes for each Structured Workplace Learning Recognition for VET unit must reflect different SWL experiences and a specific Workplace Learning Record (WLR) should be used to document this learning. Students are required to complete at least 80 hours of SWL placement and commence the Work Health and Safety (WHS) unit of competency for their VET qualification as part of Unit 2. In Unit 2, students undertake SWL in a different workplace setting or context to that of Unit 1. Students compare their experiences in different workplace settings or contexts to develop their readiness for their future career pathway. Through their second SWL placement, students continue to build on their practical experience, engage in meaningful work-related tasks, develop industry-specific knowledge and skills, and apply and consolidate knowledge gained from a VET qualification. Through exposure to multiple workplace settings or contexts, students gain a greater understanding of the workplace and the industry cultures. SWL allows students to actively participate in a specific workplace, occupation and industry and provides students with knowledge about that occupation or industry that cannot be taught in the classroom. In Unit 2, students establish industry networks and build relationships with employers and staff, which is essential for career development and the transition from school to employment or further training.

LEARNING ACTIVITIES WILL INCLUDE:
SWL Contract

- Completion of safe@work certificates industry specific and general certificate
- Completion of record of hours log book with employer signature
- Complete VET SWL record book
- Research Tasks
- Short Answer Questions

WORK RELATED SKILLS (VICTORIAN PATHWAY CERTIFICATE)

INTRODUCTION

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Module 1 This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities. Module 2 This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology. Module 3 This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.	Module 1 This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity. Module 2 This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts. Module 3 This module develops students' communication and technology skills through reporting on small-scale work-related activity. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.
UNIT 3	UNIT 4
Module 1 This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and	Module 1 This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies. Module 2 This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings. Module 3 This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.	Module 2 This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter. Module 3 This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.
---	---

LEARNING ACTIVITIES WILL INCLUDE:

- Investigation of career pathway
- Presentation of careers pathway
- Research tasks
- Class discussions
- Note taking
- Short answer questions

PERSONAL DEVELOPMENT SKILLS (VICTORIAN PATHWAY CERTIFICATE)

INTRODUCTION

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

COURSE CONTENT OVERVIEW

UNIT 1

UNIT 2

This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience. Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.	This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.
UNIT 3	UNIT 4
Unit 3 comprises of two modules, allowing students to develop a range of skills relevant to leadership and teamwork. These modules focus on collaborating and negotiating, motivating and leading. The first module considers the role of interpersonal skills and the advantages of group diversity in developing effective harmonious groups. Students examine the characteristics of effective leaders and team membership. They explore key components of effective teamwork, communication and collaboration techniques, and build skills in conflict resolution. The second module examines various leadership styles and explores a variety of effective leadership qualities. Students gain an understanding of where and when effective leadership is required. They explore delegation in the context of developing a project or campaign plan and learn how to motivate themselves and others.	Unit 4 focuses on how students are able to engage and actively participate and service a chosen community. The foundation of this starts with students examining service to community through the development and execution of a community project or community awareness campaign. Students engage with a variety of stakeholders to research and select an appropriate project or campaign. They apply negotiation, communication and leadership skills to collaborate and cooperate with peers. Students develop a comprehensive project plan to enact throughout the community project or public awareness campaigns. To extend upon this work, students will then explore community participation. Students consider various ways of identifying community needs, connecting with community, and serving the community. They look at how communities are structured through investigation into community leaders and organisations. Students implement a community project or awareness campaign.
LEARNING ACTIVITIES WILL INCLUDE:	
● Investigation into emotional intelligence and role models within the community ● Goal setting ● Investigation into community health and health promotion within the community 'Research tasks ● Class discussions ● Note taking ● Short answer questions	

LITERACY (VICTORIAN PATHWAY CERTIFICATE)

INTRODUCTION

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings. This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

COURSE CONTENT OVERVIEW	
UNIT 1	UNIT 2
Module 1: Literacy for personal use The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience. Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. Module 2: Understanding and creating digital texts The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.	Module 1: Exploring and understanding issues and voices The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how this change depending on the audience and context. Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue. Module 2: Informed discussion This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.
UNIT 3	UNIT 4
Module 1: Literacy for civic participation This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts will take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation. Module 2: Literacy for pathways and further learning This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.	Module 1: Negotiated project In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work-Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.
LEARNING ACTIVITIES WILL INCLUDE:	
• Reflective, narrative, procedural and persuasive writing • Multimedia text creation	

- Research tasks
- Class discussions
- Note taking
- Short answer questions
- Oral presentation

NUMERACY (VICTORIAN PATHWAY CERTIFICATE)

INTRODUCTION

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, and health and recreational classifications. The numeracies are introduced using a problem-solving cycle with four components:

- identifying the mathematics
- acting on and using mathematics
- evaluating and reflecting
- communicating and reporting.

The mathematics includes foundational skills related to measurement, shape, numbers, and graphs applied to tasks that are part of the students' everyday lives. At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

COURSE CONTENT OVERVIEW	
UNITS 1 & 2	
The purpose of Units 1 and 2 is to focus the teaching and learning on supporting and enabling students to develop their numeracy skills and practices to make sense of their daily personal, public, and future vocational lives, and in their local community. Each module describes the range of contexts that are the starting point for developing the students' numeracy and underpinning their mathematical skills. This range covers four numeracies where foundational mathematical skills are situated and embedded: personal, financial, health & recreational and civic. At this level, the contexts should be highly familiar and relevant to the students and should reflect their personal interests and lives. The numeracy problems to be solved should be authentic, concrete and immediate. Simple, everyday mathematical information will be situated in highly familiar, simple and concise oral and/or written materials where the mathematics is highly explicit.	
UNIT 3	UNIT 4
The purpose of Unit 3 is to integrate personal and financial numeracy to enhance student learning. These modules explore mathematics related to Location, Systematics, Number, and Change. Each module builds upon the numeracy skills introduced in Unit 1, aiming to create highly authentic learning experiences that connect directly to students' work	Unit 4 builds upon the numeracy skills developed in Unit 3, further preparing students to apply their learning in workplace settings. The modules in this unit explore numeracy concepts relevant to health, recreation, and civic life, ensuring students can connect their mathematical understanding to real-world contexts. Key areas of focus include Shape, Quantity and

placements and VET studies. Throughout the unit, students will engage in reflective practices that not only deepen their understanding of numeracy but also guide them toward confidently applying their skills in real workplace scenarios.	Measures, Data, and Likelihood. Emphasizing practical application, this unit encourages students to engage with real-life problems, integrating their classroom knowledge into meaningful discussions and solution-driven thinking. Through this approach, students will refine their ability to use numeracy in authentic and impactful ways.
--	--

LEARNING ACTIVITIES WILL INCLUDE:	
• Developing plans for building of facilities, including cost analysis and technical drawings. • Measuring of health within one's lifestyle; both through the lens of a healthy lifestyle and their physicality of their day to day. • Looking at real world situations such as homelessness and using data to make suggestions of causes and possible solutions. • Creating plans and routes for visiting certain areas, especially areas within the metropolitan area. • Creating objects and products and thus developing the blueprint and plans to develop them.	

2027 VET PROGRAMS

VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE VM or VPC and a VET qualification.

Successful completion of VET in a senior secondary program can provide students with:

- a VCE VM OR VPC certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE VM and units of competency/modules completed in the VET qualification
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

Students value VET because it:

6. allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
7. provides direct experience of business and industry
8. enables them to explore training in areas that will enhance their pathway choices.

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

VET programs are constantly being developed or revised. Students and parents are advised to refer to the VCAA website and [VCAA Bulletin](#) for the most up-to-date information.

Below is a list of all of the VET programs that are available to students to study as part of either VCE VM or VPC. Included here are the links to each of the course outlines as available on the VCAA website. Students will be provided with information around which VET programs will be on offer in both the Brimbank and Melton clusters. Further to this, the college offers all VCE students the opportunity to undertake a scored VET Sport & Recreation course onsite within the regular timetable.

Brimbank VET Cluster

This list reflects the current VET offerings however this is subject to change. Please visit the BVC website, www.bvc.vic.edu.au, for updates and changes.

Certificate III in Acting (Screen)

Certificate III in Allied Health Assistance

Certificate II in Animal Studies

Certificate II in Applied Fashion & Design

Certificate II in Automotive Vocational Preparation

Certificate III in Baking

Certificate III in Beauty (pending trainer availability)

Certificate II in Building & Construction

Certificate II & III in Business

Certificate II in Cookery and Hospitality

Certificate III in Community Services

Certificate II in Dance

Certificate II in Early Childhood Education

Certificate II in Electrotechnology Studies

Certificate II in Engineering

Certificate II in Furniture Making
Certificate III in Health Services Assistance
Certificate II in Horticulture
Certificate III in Information Digital Media & Technology
Certificate II in Kitchen Operations
Certificate II Hospitality & II in Kitchen Operations
Certificate III in Laboratory Skills
Certificate II in Make-Up (shares units with Beauty)
Certificate III in Music Performance
Certificate III in Music Sound Production
Certificate II in Picture Framing
Certificate II in Plumbing
Certificate II in Retail Cosmetics
Certificate II in Salon Assistant
Certificate III in Screen Media
Certificate III in Screen and Media (Gaming)
Certificate II in Small Business Management
Certificate II in Signage and Graphics
Certificate III in Sport, Aquatics & Recreation
Certificate III in Sport & Recreation (Soccer)
Certificate II in Small Business Management
Certificate III in Supply Chain Operations (Warehousing and logistics)
Certificate II in Workplace Skills
Certificate II in Visual Arts

MeltonVETCluster: <https://www.wec.vic.edu.au/> and select "Our Programs."

Certificate II in Applied Fashion Design Technology
Certificate II in Automotive Vocational Preparation
Certificate II in Building & Construction
Certificate III in Community Services
Certificate III in Early Childhood Education & Care
Certificate II in Electrotechnology (Pre-Vocational))
Certificate III in Health Services Assistant
Certificate II in Plumbing
Certificate II in Salon Assistant
Certificate III in Sport & Recreation

*This list is accurate at the time of publishing, however, is subject to change.

STRUCTURED WORKPLACE LEARNING

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VET qualifications undertaken by VCE VM students. SWL compliments the training undertaken at the school/provider and should be spread across the duration of the training program. It provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the registered training organisation (RTO)
- increased employment opportunities.

VET program publications contain information relating to the SWL requirements. In all cases, SWL is strongly recommended. Some VET programs, such as Allied Health and Childcare, have a mandated SWL component. The SWL requirements are expressed in hours and weeks and are expected to be carried out over the two-year VET program. It should be noted that industrial agreements may stipulate the length of a working week in a particular industry and that this may differ from the VCAA recommendation. The industry requirements are to be adhered to.

The following document outlines the VCAA's recommendations for SWL in VCE VET programs:
<https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/HowSWLWorks.aspx>

The appropriate occupational or workplace health and safety unit of competency/modules in each program must be undertaken prior to SWL, as outlined in Ministerial Order 55.

HEAD START APPRENTICESHIPS AND TRAINEESHIPS

Springside West Secondary College is part of the Brimbank & Melton cluster delivering a new initiative called the Head Start Program. Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE Vocational Major at school. The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career.

HOW IT WORKS

○ STUDENTS CAN CHOOSE TO ENGAGE IN A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP, ALLOWING STUDENTS TO START THEIR APPRENTICESHIP OR TRAINEESHIP WHILE STILL AT SCHOOL AND GRADUATE WITH A VCE-VM CERTIFICATE. THIS MEANS MORE TIME SPENT TRAINING ON-THE-JOB AND STUDENTS CAN EARN WHILE THEY LEARN. STUDENTS WILL SPEND TWO DAYS PER WEEK ENGAGED IN TAFE TRAINING AND ON-THE-JOB-TRAINING AND THREE DAYS AT SCHOOL. AFTER GRADUATING, THE APPRENTICESHIP OR TRAINEESHIP WILL PROGRESS TO FULL-TIME EMPLOYMENT.

This new and flexible approach provides:

- strong supports for both students and employers throughout the apprenticeship or traineeship
- quality assured training through TAFEs and Skills First contracted providers
- a tailored pathway for students into careers in priority industries
- an opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- payment of a fair training wage
- VCE-VM completion
- significant progress towards, or completion of, a trade qualification.

Application for the Head Start Program

Application for the Head Start Program here at Springside West Secondary College is completed on an individual basis, involving a meeting with the Assistant Principal and Head of Senior School. If students are interested in participating in the program, they should first visit the DET website outlining the course in greater detail, as well as making an appointment with the careers team. Expression of Interest forms can be collected at the Careers Office.

<https://www.education.vic.gov.au/about/programs/Pages/headstart.aspx>

HEAD START

• SBAT PROGRAM

Head Start is a school-based apprenticeship and traineeship (SBAT) program that helps students in Years 10-12 develop skills, capabilities and confidence that employers in growth industries need.

Head Start students receive paid on-the-job training that contributes to their VCE, VCE Vocational Major (VM) and leads to a qualification.

Each Head Start student receives:

- career planning advice from their school career practitioner to find the right pathway
- a plan for their pathway into a priority industry career, tailored to their specific needs and the needs of their employer
- one-on-one support from a Head Start coordinator to keep them on the right track
- quality-assured training through TAFEs and Skills First providers
- a secondary certificate such as the VCE or VCE Vocational Major (VM)
- completion or significant progress towards a Certificate level qualification
- payment of a fair training wage.

Getting started with Head Start

Students can join the Head Start program by talking to their school's career practitioner, who will connect them with a Head Start Coordinator. The coordinator will carefully match each student with an employer.

Before their apprenticeship or traineeship formally begins, the student completes a work trial to make sure they, their parents, their school and the employer are confident the placement is suitable.

The student, their parent and employer sign a training contract, and the student completes a training plan with a registered training organisation.

Depending on employer needs and student timetables, a Head Start student will normally undertake a minimum of 2 days a week in employment and training.

Head Start students can work at their place of employment on weekends and in the school holidays. Depending on the stage of their training plan, they can transition into a full-time apprenticeship or traineeship when they leave school.

Head Start also supports students in the 6 months after leaving school, to help make their transition into full-time training and employment an easier process.

For further information about the HEADSTART program and how to apply, please contact the Careers team

SUBJECT SELECTION COURSE MAPS

