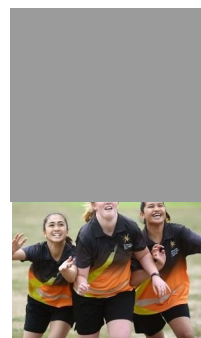
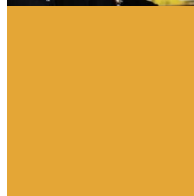




Scoresby Secondary College

Inspiring brilliance

Year 11 and 12 Handbook 2023



Scoresby Secondary College Cavell Street, Scoresby

www.scoresbysc.vic.edu.au

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Senior Leadership Team 2022

Principal:	Mrs Gail Major
Assistant Principal:	Mr Chris Knight
Head of Senior School:	Mr Mark Corrie
Year 10 Coordinator:	Ms Vicki Manioudakis
Year 11 Coordinator:	Mr Tom Santos / Mrs Ruth Smith
Year 12 Coordinator:	Mr Tom Santos / Mrs Ruth Smith
Head of Curriculum & Pedagogy:	Mr Chris Knight
Careers Advisor:	Ms Bronwyn Haines
VCAL Coordinator:	Mr Mark Corrie
VASS Administrator:	Mr Andrew Young
Learning Area Leader—English:	Miss Emily Phibbs
Learning Area Leader—LOTE (Chinese) and Humanities:	Ms Su-nhi Kim
Learning Area Leader—Mathematics:	Ms Michelle De Boer
Learning Area Leader—Science:	Mr John Healy
Learning Area Leader—The Arts & Technology:	Ms Ruth Smith / Suzanne Tate
Learning Area Leader—Health & Physical Education:	Mr Mark Corrie

*The 2023 Senior School Team will be confirmed in Term 4.

Common Acronyms

ATAR	Australia Tertiary Admission Rank
DES	Derived Examination Score
DET	Department of Education and Training
EAL	English as an Additional Language
GAT	General Achievement Test
MIPS	Managed Individual Pathways
RTO	Registered Training Organisation
SAC	School Assessed Coursework
SAT	School Assessed Task
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

A Message from the Head of Senior School

Welcome to Year 11 or Year 12 in 2023. Over the next few weeks you will be making some important decisions about your learning program for next year and, to some extent, for future years. It is important that you read this guide, attend the information night, and seek further information from the suggested staff.

In Year 10, students have undertaken core subjects and selected electives; however, at Year 11 and 12 students have greater choice and will need to be well prepared and informed to make decisions.

As students enter into this next phase of their school life, they will be expected to take greater responsibility for their own learning. This starts now as they consider the certificate (VCE or VCAL) they would like to enrol in, as well as which subjects or VET course would be most appropriate for them. The options available will provide opportunities for students to explore areas of interest, and possibly provide the foundation for course/subject selection in later years.

It is for these reasons that students must make wise choices, based on carefully considered information and advice from adults who are looking after their best interests. Don't, for example, choose subjects purely on the basis that your friends have chosen them – apart from the risk of not enjoying the work or not succeeding in those subjects, there is no guarantee that you will be placed in the same classes anyway! Year 11 and 12 provides an opportunity for students to tailor their course and develop a deeper understanding in specific areas of interest.

The 2023 timetable will be created from the selections that students make; it is for this reason that subject changes may **not** be possible unless there are exceptional circumstances. It is important that students take every opportunity to talk over their choices with parents/guardians, teachers, careers advisor, and coordinators who want to advise and support individuals through this process.

Students' personal and social development is also of great importance at this time and hopefully extra-curricular activities, such as sporting events, productions, leadership, and other activities will engage students whilst at school.

I hope you enjoy taking this next step forward and facing the challenges ahead as you continue your education at Scoresby Secondary College.

Mr Mark Corrie

Head of Senior School

General Information

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment, and reporting of both the VCE and VCAL.

Students at Scoresby Secondary College have the choice of —Victorian Certificate of Education (VCE) OR Victorian Certificate of Education Vocational Major (VCE VM) in Years 11 and 12.

In addition to the information contained in this handbook, students are informed that minimum attendance requirements apply to all courses offered, regardless of the choice of Certificates. Attendance requirements are expectations established by the Victorian Curriculum and Assessment Authority who administer the Certificates. At Scoresby Secondary College, attendance requirements are minimum 95% attendance.

Students and parents should note that the courses featured in this publication are offered to the students of Scoresby Secondary College. The final selection of which subjects will be included in the timetable will be determined after initial responses from students have been received.

Tertiary Entrance

The Tertiary Entrance Requirements change annually and students need to check that details are appropriate to the year they will seek entry to tertiary courses. Students should check the 2023 Tertiary Entrance Requirements published in the daily papers in July/August 2022 and/or make an appointment with the careers advisor.

Australian Qualification Framework: Qualification by Sector of Accreditation

Schools Sector	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary (VCE / VCE VM) Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate II	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma

Tutors

When students are in their senior years, many parents/guardians hire tutors to assist in work related to the VCE. While tutors can assist students in their learning, parents/guardians should be very cautious in the type of tutor they hire. The role of a tutor is to assist the student in the learning process.

Students Driving to School

Students are discouraged from driving to school as there is no student parking on school grounds. Students have to park in the street and obey local parking restrictions.

Students who do drive to school are not permitted to leave the grounds to go to their car until they are going to leave (it is not to be like a second locker) nor will they be allowed to drive off and return; as with all other students they are expected to remain on the grounds until they leave for the day.

Under the Victorian Government School Reference Guide it is stipulated that:

Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times.

This has particular relevance in regard to sporting events, but also in relation to other events such as those outside school.

General Information

There are expectations that drivers will behave responsibly as well as within the law particularly in the vicinity of the school. Students will be disciplined for unsafe or inappropriate behaviour; much as they would be under other circumstances.

Materials Charges

Each subject has a materials charge as students take possession of, keep or consume these materials; for example craft materials, cardboard, food ingredient, SACs and study materials.

The materials cost for the offered VCE/VCAL subjects are set out in the table below:

Subject	Materials Charge	Subject	Materials Charge
Biology Unit 1/2	\$40	Biology Unit 3/4	\$50
Business Management Unit 1/2	\$40	Business Management Unit 3/4	\$50
Chemistry Unit 1/2	\$40	Chemistry Unit 3/4	\$50
Drama Unit 1/2	\$40	Drama Unit 3/4	\$50
English Unit 1/2		English Unit 3/4	
Food Studies Unit 1/2	\$180	Food Studies Unit 3/4	\$180
Health & Human Development Unit 1/2	\$40	Health & Human Development Unit 3/4	\$50
History - 20th Century	\$40	History - Revolutions Unit 3/4	\$50
Legal Studies Unit 1/2	\$40	Legal Studies Unit 3/4	\$50
Mathematics Unit 1/2		Mathematics Unit 3/4	
- General Mathematics Unit 1/2	\$40	- General Mathematics Unit 3/4	\$50
- Mathematics Methods Unit 1/2	\$40	- Mathematics Methods Unit 3/4	\$50
		- Specialist Mathematics Unit 3/4	\$50
Media Unit 1/2	\$135	Media Unit 3/4	\$135
Physical Education Unit 1/2	\$40	Physical Education Unit 3/4	\$50
Physics Unit 1/2	\$40	Physics Unit 3/4	\$50
Psychology Unit 1/2	\$40	Psychology Unit 3/4	\$50
Studio Arts Unit 1/2	\$135	Studio Arts Unit 3/4	\$180
Visual Communication & Design Unit 1/2	\$135	Visual Communication & Design Unit 3/4	\$180
Vocational Major Literacy Unit 1/2		Vocational Major Literacy Unit 3/4	
Vocational Major Numeracy Unit 1/2		Vocational Major Numeracy Unit 3/4	
Vocation Major Personal Development Skills Unit 1/2		Vocation Major Personal Development Skills Unit 3/4	
Vocation Major Work Related Skills Unit 1/2		Vocation Major Work Related Skills Unit 3/4	

Certificate III in Sport & Recreation (Fitness)	\$***
Certificate III in Music	\$***

*** will be confirmed when Mullum Mullum VET cluster charges are confirmed

Year 11 & 12 Course Guidelines

Over the next three pages, students and parents/guardians can gain an understanding of the differences between VCE and VCE Vocational Major. There is also information regarding VET. VET can be an option for students undertaking VCE; however it is a requirement that all students undertaking VCE Vocational Major.

Victorian Certificate of Education (VCE)

VCE studies are made up of semester length units, representing approximately 100 hours of work involving classroom instruction and self-directed learning. Studies offer a sequence of four units, with one unit designed to be studied in each of the four semesters over two years. Students at Scoresby Secondary College usually study twelve units in Year 11 (made up of Unit 1 and 2 subjects; some students may be able to undertake a Unit 3 and 4 subject while in Year 11) and ten units in Year 12 (made up of Unit 3 and 4 subjects). Over the two VCE years, students **will aim** to complete a total of 22 units from a range of studies.

Units 3 and 4 must be studied as a sequence (students can't complete Unit 3 of a subject and then change into another subject for Unit 4) and have external assessments (VCAA exams), while Units 1 and 2 subjects are assessed internally by the College. All studies are designed in such a way that Units 3 and 4 sequences can theoretically commence without prerequisites. However, a sound study background in a particular area will assist with all VCE units.

Staff will offer advice to students throughout Year 11 about subject choices for Units 3 and 4, in accordance with their results in Units 1 and 2.

To be awarded the VCE Certificate:

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- At least three units of English, two of which must be a Unit 3 and 4 sequence; and
- Three sequences of Units 3 and 4 studies, other than English. This can include VCE VET Unit 3 and 4 sequences.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be fulfilled for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the VCAA requirements.

Assessment of VCE Units 3 and 4

All studies have both school (internal) assessment and (external) examination(s).

School Assessed Coursework (SAC)

School Assessed Coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess students' understanding of the unit's learning outcomes.

School Assessed Tasks (SAT)

A small number of studies have School Assessed Tasks. These assessment tasks are part of the regular teaching and learning program. They must be completed mainly in class time. They are to be completed in a limited timeframe. These are extended assessment items that usually require a folio presentation.

In 2023, Food Studies, Media, Product and Design Technology, Studio Arts, and Visual Communication and Design have School Assessed Tasks.

Determining and reporting grades

Students' scores will be determined from the assessment criteria specified by the VCAA.

To ensure that schools' assessments are comparable throughout the state, schools' scores for SACs and SATs are moderated in a process involving the General Achievement Test (GAT), and, if necessary, their assessments will be reviewed by the VCAA.

Year 11 & 12 Course Guidelines

Victorian Certificate of Education (VCE) continued

Students and their parents/guardians should be aware that if a student fails to demonstrate the outcome requirements for a task on the first attempt, the student may be allowed to attempt a redemption task. **If the task is one which is graded, the original grade cannot be altered; only the N (not satisfactory) can be changed to an S (satisfactory) if the student achieved the stated outcomes on the second attempt.**

Examinations

In 2023 all externally assessed written examinations will be conducted towards the end of October and during November. Performance/oral examinations are held in October. Grades for all examinations are determined by VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores

In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study, including being assessed for levels of achievement in two of the graded assessments.

Students' overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

Calculating the Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by adding together the study score in English plus the three next best study scores (the 'primary four') and then adding 10% of the score obtained for a maximum of two other studies in Units 3 and 4.

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

Victorian Certificate of Education – Vocational

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Victorian Certificate of Education – Vocational Major (VCE VM) - continue

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)

3 other Unit 3-4 sequences

2 VCE VM Numeracy or VCE Mathematics units

2 VCE VM Work Related Skills units

2 VCE VM Personal Development Skills units, and

2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Vocational Education and Training (VET)

VET programs are vocational training programs approved by the VCAA. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE or VCAL and a nationally VET qualification.

VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute towards the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL); and
- function within the National Training Framework.

VET offers students the opportunity to:

- combine general and vocational studies;
- explore career options and pathways;
- undertake learning in the workplace;
- undertake applied learning in an adult learning environment;
- gain a nationally recognised qualification or recognition of prior learning for credits towards units of competency for a qualification that contributes to the satisfactory completion of the VCE or VCAL; and
- develop skills that will equip them for the workforce.

VET in the VCE or the VCAL allows students to include vocational studies within their senior secondary certificate.

Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

As Scoresby Secondary College, students undertaking the VCE may select a VET as part of their certificate; however students undertaking the VCAL are required to undertake a VET program as part of the certificate.

Selected VCE VET programs offer scored assessment for Units 3 and 4.

Planning a Course

There is no simple answer to the question: “Which studies should I do next year?” Students need to consider a range of matters to be able to make an informed and balanced decision. The following questions may help students in their thinking:

- What subjects do I like doing?
- What things am I good at and what interests do I have outside school?
- What are the career directions that interest me and what courses or training do I need to do to enter these fields?
- What are the pre-requisites or other entry requirements for the required training?
- Are my aspirations realistic based on my academic performance and ability?

When making their subject choices, students need to be realistic about how well they are able to apply themselves to their school work. Those who find it difficult to complete set tasks, concentrate in class, study, and complete additional work in and out of school hours need to realise that some units of work may be beyond their ability. Students are advised to seek information about potential subjects from their teachers and consider the advice given to them prior to finalising their course selection.

It is also recommended that students reflect on their Careers Portfolio sessions and consult with the Careers Advisor for further information.

Useful Information

These guidelines contain general information about the Year 11 and 12 course selection process. Students intending to apply for a Year 11 or 12 course at Scoresby Secondary College, together with their parents/guardians, are recommended to use the information and advice contained in this booklet to assist them in deciding on an appropriate VCE or VCAL program.

In making the decisions about course selection, it is important that students consider their intended pathway and the associated requirements beyond secondary school. For this reason, some of the links below direct students to important information related to tertiary entrance requirements.

Students also have access to staff and other resources in the College, such as Mrs Haines (Careers Advisor) and the comprehensive materials in the Careers Room.

Other useful information may be found on the VCAA and Victorian Tertiary Admissions Committee (VTAC) websites. These can be accessed at:

<http://www.vcaa.vic.edu.au> — provides a wide range of information relating to VCE and VCE VET units.

<http://www.vtac.edu.au> — provides access to the VTAC library and information for students who are entering tertiary courses and study.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/Index.aspx> — provides information on the VCE frequently asked questions.

Selecting VCE in 2023

Students must be very careful when making choices to ensure they are appropriate. Students and their parents/guardians should discuss possible choices **together** before making a final selection. Teachers and careers staff should also be consulted, especially when doubt exists as to the student's abilities, relevance of a course to career goals, content, assessment, or any other matters. Students should carefully consider their interests, abilities, and any prerequisites for various courses in making their choices.

Students with a particular course in mind must check prerequisite subjects in the VTAC prerequisites guide specific to the year they are planning on attending tertiary education.

The design of their course of study should consider units for both Years 11 and 12, as can be seen in the following examples:

Example 1:

Year 11 Semester 1	English Unit 1	Business Management Unit 1	General Maths Unit 1	Health & Human Development Unit 1	Studio Arts Unit 1	Psychology Unit 1
Year 11 Semester 2	English Unit 2	Business Management Unit 2	General Maths Unit 2	Health & Human Development Unit 2	Studio Arts Unit 2	Psychology Unit 2
Year 12 Semester 1	English Unit 3	Business Management Unit 3	Further Maths Unit 3	Health & Human Development Unit 3	Studio arts Unit 3	
Year 12 Semester 2	English Unit 4	Business Management Unit 4	Further Maths Unit 4	Health & Human Development Unit 4	Studio Arts Unit 4	

Example 2:

Year 11 Semester 1	English Unit 1	Maths Methods (CAS) Unit 1	Chemistry Unit 1	Physics Unit 1	VET Music Unit 1	Physical Education Unit 1
Year 11 Semester 2	English Unit 2	Maths Methods (CAS) Unit 2	Chemistry Unit 2	Physics Unit 2	VET Music Unit 2	Physical Education Unit 2
Year 12 Semester 1	English Unit 3	Maths Methods (CAS) Unit 3	Chemistry Unit 3	Physics Unit 3	VET Music Unit 3	
Year 12 Semester 2	English Unit 4	Maths Methods (CAS) Unit 4	Chemistry Unit 4	Physics Unit 4	VET Music Unit 4	

A Three Year VCE option

While most students complete their VCE over two years, under exceptional circumstances, students are offered the opportunity to undertake their VCE over a three year period. Exceptional circumstances are defined as:

- serious medical or environmental factors supported by statements from relevant experts;
- a proven commitment to a representative sport which requires significant training time during normal school hours;
- a physical or learning disability/impairment which is ongoing and has, or is likely to have, a significant impact on a student's studies; and/or
- an interrupted learning program due to overseas study or parents' work commitments, or a hardship because of lack of basic English language skills.

In all of the above, applications to undertake a three year VCE must be accompanied by expert opinion. Students applying for a three year VCE course must seek approval from the Head of Senior School or Assistant Principal.

VCE Requirements

It is recommended that entry into Year 12 depends upon satisfactory completion (S) of at least eight units at Unit 1 and 2 level.

Attendance

At Scoresby Secondary College **ALL** students in Years 11 and 12 are required to attend College **for a minimum of 95% of scheduled classes to complete the year or the semester unit satisfactorily**. Absences covered by medical certificates or appropriate professional evidence are not normally deducted. Lateness to class will be treated on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate must be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed. **In Year 12, medical certificates must be handed to the Head of Senior School**. The College cannot accept medical certificates where a doctor is unable to confirm that a student was ill **on a particular day**.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at the College is poor. Where a student has completed work but there has been a substantive breach of attendance rules meaning that work cannot be authenticated and the College therefore chooses to assign **N** to the unit, the College must assign an **N** for the outcome which cannot be authenticated.

Absence on the day of a SAC

On the day of a School Assessed Coursework (SAC) task, each student is expected to attend every lesson on his/her timetable prior to the SAC. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student may receive a penalty.

If a student misses a timetabled class, the process they should follow to request that their absence be approved is one of:

- the student obtains a medical certificate prior to the SAC and it explains why they were absent for only part of the day and that they are now fit to sit for the SAC;
- the student missed the class prior to the SAC with extenuating circumstances that can be verified (eg. Sick Bay) and that did not allow the student to gain an advantage for study purposes; and/or
- the Head of Senior School or Year Level Coordinator is contacted prior to the SAC, outlining reasons for an absence/lateness, allowing them to provide advice.

In all instances, the onus is on the student to contact the College prior to the SAC to advise of their situation unless there are extenuating circumstances. The Head of Senior School reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

VCE Requirements

Authentication of Students' Work

The VCAA states that:

- Students must ensure that all unacknowledged work is genuinely their own.
- Students must acknowledge all resources used, including:
 - text and source material; and/or
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a breach of rules may be penalised.
- Students must sign the *Declaration of Authenticity* at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

If a suspected breach of the rules about authentication occurs:

- The parents/guardians/students concerned will be notified, and invited to appear before a panel. Parents/guardians cannot advocate on behalf of students.
- The student will be invited to present evidence to the panel in support of their case and given an opportunity to explain their position.
- The panel, after deliberation, may impose the following penalties if a breach has been identified, including:
 - reprimand a student;
 - give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;
 - refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work;
 - refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder; and/or
 - refuse to accept any of the work if the infringement is judged to merit such a decision, in which case an N will be awarded for the outcome.

Appeals

Students have a right of appeal to the VCAA against the decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules set out above.

There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.

VCE General Information

General Achievement Test (GAT)

All students undertaking a Unit 3 and 4 study are required to sit for the General Achievement Test (GAT) which is set by the VCAA and undertaken during June. The score achieved by the students on their GAT is compared to the scores they achieve on their coursework. If the VCAA finds that there is a significant difference between the student's achievements on the two types of assessment, the work of the student may be reviewed for authenticity. The GAT may also be used in the Statistical Moderation process and for the calculation of a Derived Examination Score. It may also be used to calculate a student's study score if special provisions are required.

It is therefore in the students' best interests to do as well as they possibly can on the GAT.

Statistical Moderation

Statistical Moderation is a process applied by the VCAA to adjust the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external examination. Because the examination is done by all students across the state, it is the common standard against which all schools assessments can be compared.

Each VCE study includes one external examination and VCAA will use the examination scores in each study as the basis for statistical moderation of schools' assessments.

Special Provision

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Students are eligible for Special Provision for school based assessment if their ability to demonstrate achievement is adversely affected. Special Provision in Year 12 is determined by VCAA after application.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning, assessment programs and ability to demonstrate their capabilities are affected by illness, impairment or personal circumstances.

Note: Special Provision will not be given to a student who has been absent from school or study for prolonged periods. Where prolonged absence has occurred, it may be necessary to repeat the Unit.

A student who misreads an exam timetable will not be eligible to apply for Special Provision. Teacher absence and other teacher-related difficulties are not acceptable grounds for consideration.

Enhancement

Enhancement subjects are subjects which students complete a year ahead of normal; for example, a Year 12 subject completed by a Year 11 student. Selection of students to all enhancement subjects is rigorous. In order to enter an enhancement subject, students must have strong results in **all** subjects, and high grades in the subjects directly related to the enhancement subject.

Continuation in an enhancement subject is dependent on the student's results in this subject, all other subjects and their teacher's recommendation. They will have demonstrated outstanding achievement in the study and all other subjects.

Students wishing to complete an enhancement subject (other than Maths and English) should select it as one of their choices. The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders and the sub school management team before the final list is announced prior to the end of the year.

Final selection is determined with the Principal, Assistant Principal, Head of Senior School, and/or their delegate.

What studies are available to students?

In the table below, the numbers following the study names indicate the Unit levels and therefore the Year Level.

ie: **1, 2** - available only at Units 1 and 2 (Year 11 Level)

3/4 - available as a sequence at Units 3 and 4 (Year 12 Level)

1, 2, 3/4 - available at Units 1 and 2 and as a Unit 3 and 4 sequence (Years 11 and 12)

***Final subjects offered are dependent upon student demand.**

<p>English</p> <p>English 1, 2, 3/4</p> <p>EAL 1, 2, 3/4</p> <p>VM Literacy 1,2 3/4</p>	<p>The Arts</p> <p>Drama 1, 2, 3/4</p> <p>Media 1, 2, 3/4</p> <p>Art Creative Practice 1, 2, 3/4</p> <p>Visual Communication and Design 1, 2, 3/4</p>	<p>Health and PE</p> <p>Health and Human Development 1, 2, 3/4</p> <p>Physical Education 1, 2, 3/4</p> <p>VM Personal Development Skills 1, 2, 3/4</p>
<p>Humanities</p> <p>Business Management 1, 2, 3/4</p> <p>History -</p> <p>20th Century 1, 2</p> <p>The French & Chinese Revolutions 3/4</p> <p>Legal Studies 1, 2, 3/4</p> <p>VM Work Related Skills 1, 2, 3/4</p>	<p>Languages</p> <p>Languages can be studied via External Language Schools such as Victorian School of Languages</p>	<p>Mathematics</p> <p>General Maths 1, 2</p> <p>Maths Methods (CAS) 1, 2, 3/4</p> <p>Further Maths 3/4</p> <p>Specialist Maths 1, 2, 3/4</p> <p>VM Numeracy 1, 2, 3/4</p>
<p>Science</p> <p>Biology 1, 2, 3/4</p> <p>Chemistry 1, 2, 3/4</p> <p>Physics 1, 2, 3/4</p> <p>Psychology 1, 2, 3/4</p>	<p>Technology</p> <p>Food Studies 1, 2, 3/4</p>	<p>VET</p> <p>at Scoresby Sec College</p> <p>Certificate III in Music 1, 2, 3/4</p> <p>Certificate III in Sport & Recreation (Fitness) 1, 2, 3/4</p> <p>Other VET options</p> <p>For more information please discuss with the Careers Advisor Mrs Haines.</p>

Gateways

A 'gateway' is not a pre-set combination of units, but a suggested package. Students should use the gateways sections as a guide to construct a VCE program in discussion with parents, teachers and Careers Advisor. Students are free to choose any combination of units and students do not have to choose one the gateways in the Handbook. The gateways provided are examples only. Students can move in or out of a gateway and change their VCE subjects in year 11 at the end of the semester or year. Students are not locked into their choices.

Gateways are designed to assist students and parents to see connections between VCE and Employment, TAFE and University. They provide purpose, direction and coherence to a student's course.

For students considering Higher Education (University etc.) it is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from VTAC's website and/or Careers Advisor. Prerequisite subjects for specific courses are not negotiable and should be met. Subjects listed in the 'Middle Band' section of VTAC publications will often give direction to desirable units of students should consider. Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career.

This Handbook illustrates four of the most common industry areas and a general area:

- Allied Health and Human Services/Nursing
- Commerce/Business
- Graphic Design, Visual Arts, The Arts
- Physical Science/Engineering
- Generalist studies

Gateways

Allied Health and Human Services/Nursing

Compulsory Units	Suggested Units
English	Biology Chemistry General Mathematics Health and Human Development Mathematical Methods Physical Education Physics Psychology VET Sport and Recreation

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
<ul style="list-style-type: none"> ● Limited opportunities for students seeking employment directly from VCE ● Some traineeships and apprenticeships are available <p>See a careers advisor for details</p>	<p>Associate Diplomas, Advanced Certificates and Certificates in:</p> <ul style="list-style-type: none"> ● Health sciences ● Childcare ● Social and community services ● Occupational studies ● Resource management ● Hospitality ● Residential and community services ● Welfare 	<p>Bachelor degrees in:</p> <ul style="list-style-type: none"> ● Health Sciences ● Nursing and Midwifery ● Psychology ● Health and Social Development ● Medicine (at some institutions) ● Sport ● Exercise and Nutrition Sciences ● Education 	<ul style="list-style-type: none"> ● Tertiary entry requirements ● Prerequisites ● Recommended units ● Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Commerce/Business

Compulsory Units	Suggested Units
English	Business Management Food Studies General Mathematics History Legal Studies Mathematics Methods Physical Education Psychology VET Music VET Sport and Recreation

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some traineeships and apprenticeships are available <p>See a careers advisor for details</p>	<p>Associate Diplomas, Advanced Certificates and Certificates in:</p> <ul style="list-style-type: none"> Information Technology Marketing Business Administration Business (Accounting) Accounting Fitness Events Management 	<p>Bachelor degrees in:</p> <ul style="list-style-type: none"> Commerce Marketing Accounting Business Law & Taxation Banking & Finance Economics & Finance Personal and Industrial Relations Sports Management Music Industry man- 	<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended units Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Graphic Design, Visual Arts, The Arts

Compulsory Units	Suggested Units
English	General Mathematics History Mathematical Methods Drama Media Psychology Art Creative Practice VET Music Visual Communication

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
<ul style="list-style-type: none"> ● Limited opportunities for students seeking employment directly from VCE ● Some traineeships and apprenticeships are available <p>See a careers advisor for details</p>	<p>Associate Diplomas, Advanced Certificates and Certificates in:</p> <ul style="list-style-type: none"> ● Architecture, Drafting ● Vocational Arts Certificate ● Advanced Certificate of Design and Art ● Multimedia ● Associate Diploma Applied Science ● Fashion and Textiles 	<p>Bachelor degrees in:</p> <ul style="list-style-type: none"> ● Visual Arts ● Visual Communications ● Textile Design ● Architecture ● Multimedia ● Industrial Design ● Fashion Design 	<ul style="list-style-type: none"> ● Tertiary entry requirements ● Prerequisites ● Recommended units ● Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Physical Science/Engineering

Compulsory Units	Suggested Units
English	Physics Chemistry General Mathematics Mathematical Methods Biology Health and Human Development

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some traineeships and apprenticeships are available <p>See a careers advisor for details</p>	<p>Associate Diplomas, Advanced Certificates and Certificates in:</p> <ul style="list-style-type: none"> Engineering Applied Science Electro Industry 	<p>Bachelor degrees in:</p> <ul style="list-style-type: none"> Engineering, Architecture Medicines Science (Applied, Physical, Agricultural, Chemical, Biological, Health, Veterinarian) 	<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended units Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

General Studies

Compulsory Units	Suggested Units
English	Biology Chemistry Food Studies History Legal Studies Mathematics Methods General Mathematics Drama Media Psychology Art Creative Practice VET Sport and Recreation VET Music

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some traineeships and apprenticeships are available <p>See a careers advisor for details</p>	<p>Associate Diplomas, Advanced Certificates and Certificates in:</p> <ul style="list-style-type: none"> Legal Studies Media Studies Social & Community services Humanities & Social Sciences Professional Writing Hospitality, Tourism, Events Management 	<p>Bachelor degrees in any of the areas:</p> <p>Arts, Humanities, Education, Social Science, Public Relations, Journalism, Philosophy, International Studies, Politics, Histories, Geography, Law</p>	<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended units Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

VCE Units offered at Scoresby Secondary College in 2023

English and English as an Additional Language

English encourages students to develop as critical, imaginative and creative thinkers. When we speak, listen, read and write well, we are better equipped to understand, critique and appreciate the world around us, including our Australian identity.



Unit 1:

Students read and respond to texts analytically and creatively. They analyse and compare the use of arguments and the use of persuasive language in texts, and create their own texts intended to position audiences.

Assessment Tasks

Text responses

Crafting and creating, writing in both fiction and non-fiction forms

Exploring argument, both written and oral

Examination

Outcomes

Develop personal connections and develop these ideas in analytical writing.

Demonstrate an understanding of key concepts in writing, developing both fiction and non-fiction responses, including justification of writing ideas.

Explore and analyse persuasive texts within the context of contemporary issue, including the ways argument and language can be used to position an audience.

Unit 2:

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts, and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Assessment Tasks

Text responses

Crafting and creating, writing in both fiction and non-fiction forms

Exploring argument, both written and oral presentation forms

Examination

Outcomes

Develop personal connections and develop these ideas in analytical writing.

Demonstrate an understanding of key concepts in writing, developing both fiction and non-fiction responses, including justification of writing ideas.

Explore and analyse persuasive texts within the context of contemporary issue, including the ways argument and language can be used to position an audience.

English and English as an Additional Language

English encourages students to develop as critical, imaginative and creative thinkers. When we speak, listen, read and write well, we are better equipped to understand, critique and appreciate the world around us, including our Australian identity.



Unit 3: The accreditation period for Units 3 and 4 has been extended to 31 December 2023.

In this unit students read and respond to texts analytically and creatively. They analyse and compare the use of arguments and language in texts that debate an issue.

Assessment Tasks

Text responses

Creative response essay

An analysis of the use of argument and persuasive language in text/s

Examination (VCAA)

Outcomes

Produce an analytical interpretation and creative response to selected texts.

ANalyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Comprehend a spoken text (EAL only).

Unit 4: The accreditation period for Units 3 and 4 has been extended to 31 December 2023.

In this unit, students explore the meaningful connections of texts, comparing the presentation of ideas, issues and themes in texts. They construct an oral presentation intended to position an audience about an issue currently debated in the media.

Assessment Tasks

Comparative text response essay

Oral point of view presentation

Examination (VCAA)

Outcomes

Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Construct a sustained and reasoned point of view on an issue currently debated in the media.

Vocational Major – Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Unit 1:

In this unit, students will develop their reading and viewing skills for a personal purpose. They will develop their understanding of text structures, and examine how they are influenced by purpose, context, audience and culture. Students will also build on their digital literacy skills, and their capacity to critically assess digital texts. They will participate in learning practices that will equip them to deal safely and respectfully with others in the digital world.

Assessment Tasks

- Reflective journals
- A narrative, expository or informative piece
- A performance
- A digital performance
- A video, podcast or oral presentation

Outcomes

Demonstrate an understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Unit 2:

In this unit, students will engage in issues that are characterised by disagreement or discussion, and consider the values that underpin different perspectives. They will read, view and listen to a range of texts that demonstrate diverse opinions on a range of local or global issues. Students will also practise their use of persuasive language and participate in discussions of issues. They will consider their own perspectives on issues and develop reasoned and logical arguments to these discussions.

Assessment Tasks

- A case study
- A response to structured questions
- A digital presentation that offers a point of view
- An oral report
- A video, podcast or oral presentation
- A recorded debate or discussion

Outcomes

Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range annotations, written, oral and multimodal responses reflecting that reflect learning.

Interpret the values and opinions of others and present in oral form points of view supported by evidence.

Vocational Major – Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

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Unit 3:

In this unit, students will become familiar with and develop confidence in understanding and accessing texts in an informational, organisational or procedural nature. They will analyse and evaluate the structures and semantic elements, and discuss and analyse their purpose and audience. Students will also read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice.

Assessment Tasks

- A series of annotations and summaries
- A research task
- A case study analysis
- A set of instructions/ a brochure using visuals/ diagrams
- A vlog

Outcomes

Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4:

In this unit, 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. They will consider which elements are important for creating a 'brand' and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will also use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Assessment Tasks

- A series of annotations and summaries
- A blog or vlog
- A multimodal presentation created for promotion
- A video, podcast or oral presentation
- A digital presentation of a portfolio

Outcomes

Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group.

Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.

The Arts - Drama

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



Unit 1: Introducing performance styles

Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment Tasks

- Journal
- Written report/s
- Performance/s
- Examination

Outcomes

1. Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
2. Perform a devised drama work/s to an audience.
3. Analyse the development and performance to an audience of their devised work.
4. Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Australian Identity

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

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions.

Assessment Tasks

- Journal
- Performance/s
- Written report/s
- Examination

Outcomes

1. Devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. Analyse the development, and performance to an audience, of their devised work.
4. Analyse and evaluate a performance of a drama work by Australian practitioners.

The Arts - Drama

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



Unit 3: Devising and presenting ensemble performance

Students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners' work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance.

Assessment Tasks

- Performance/s
- Responses to structured questions
- Written analysis
- Examination (VCAA)

Outcomes

1. Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
2. Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
3. Analyse and evaluate a professional drama performance.

Unit 4: Devised solo performance

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

Assessment Tasks

- Performance/s
- Analysis of techniques used in performance
- Responses to structured questions
- Examination (VCAA)

Outcomes

1. Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
2. Create and develop a solo performance in response to a prescribed structure.
3. Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

The Arts - Media

The media is everywhere. We use it every day and it is such an important part of our lives. However, we generally don't think about how we learned to understand it and what its impact might be. Does the media influence us? Definitely! Is this influence a good thing or a bad thing? Both! Is it important to learn about how and why the media works as it does? Absolutely! How can we do it? Enrol in the challenging, thought provoking and entertaining VCE Media Studies course.



Unit 1: Media Forms, Representations and Australian Stories

Students develop an understanding of audiences and the core concepts underpinning the construction or representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Assessment Tasks

- Analysis of representations
- Production Design plan
- Film Production
- Examination

Outcomes

1. Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative Across Media Forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement consumption and reception.

Assessment Tasks

- Oral Presentation
- Production Design plan
- Film production
- Australian Media organisation analysis
- Examination

Outcomes

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

The Arts - Media

The media is everywhere. We use it every day and it is such an important part of our lives. However, we generally don't think about how we learned to understand it and what its impact might be. Does the media influence us? Definitely! Is this influence a good thing or a bad thing? Both! Is it important to learn about how and why the media works as it does? Absolutely! How can we do it? Enrol in the challenging, thought provoking and entertaining VCE Media Studies course.



Unit 3: Media Narratives and Pre-production

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

Assessment Tasks

- Narrative and Ideology short and extended response
- Media production exercises
- Production design plan
- Examination (VCAA)

Outcomes

1. Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
2. Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production
3. Develop and document a media production design in a selected media form for a specified audience.

Unit 4: Media Production and Issues in the Media

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 of its realisation. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Assessment Tasks

- Analysis of media influence and agency of audiences
- Media production
- Examination (VCAA)

Outcomes

1. Produce, refine and resolve a media product designed in Unit 3.
2. Discuss issues of agency and control in the relationship between media and its audience.

The Arts - Art Creative Practice

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

Unit 1: Interpreting artworks and exploring the Creative Practice

Students use experiential learning 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.

Art analysis and interpretation
Art from exploration and folio production
Folio reflection and evaluation

Outcomes

Could not edit the text below - have sent mark a word doc instead

1. Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Interpreting artworks and developing the Creative Practice

Assessment Tasks:

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks
- Examination

Outcomes:

1. Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

The Arts - Studio Art

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



Unit 3: Studio practices and processes

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

- Exploration proposal
- Studio Process
- Artists and studio practice
- Examination (VCAA)

Outcomes:

1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4: Studio practice and art industry contexts

Focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. This unit also investigates aspects of the art industry including the presentation, conservation and marketing of artworks.

Assessment Tasks:

- Production and presentation of artworks
- Evaluation
- Art industry contexts
- Examination (VCAA)

Outcomes:

1. Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
2. Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
- 3.

The Arts - Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.



Unit 1: Introduction to visual communication design

Students focus on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Assessment Tasks:

- Drawing as a means of communication
- Exploration of design elements and principles
- Visual communications in context
- Examination

Outcomes:

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and principles to create visual communications that satisfy a stated purpose.
3. Analyse how visual communications in a design field have been influenced by the past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication design within design fields

Students focus on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications. Students incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment Tasks:

- Technical drawing in context
- Type and images in context
- Applying the design process
- Examination

Outcomes:

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Apply stages of the design process to create a visual communication appropriate to a given brief.

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Unit 3: Visual communication design practices

Students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. These are communication, product and environmental designs. Students investigate and experiment, research and analyse. They establish a brief and apply design thinking skills through the design process.

Assessment Tasks:

- Analysis and practice in context
- Design industry practice
- Developing a brief and
- generating ideas Examination (VCAA)

Outcomes:

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students investigate how the application of design elements and design principles creates different communication messages with their target audience. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment Tasks:

- Development, refinement and
- evaluation
- Final presentations
- Examination (VCAA)

1. Develop distinctly different concepts for each communication need and devise a pitch to present concepts to audience, evaluating the extent to which these concepts meet the requirements of the brief.
2. Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Health and Physical Education - Health and Human Development

Health and Human Development take a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation's definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts. They consider Australian and global contexts as they investigate variations in health status between populations and nations.

Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.



Unit 1: Understanding health and wellbeing

Students look at health and wellbeing as a concept with varied and evolving perspectives and definitions.

Students investigate the World Health Organisation's (WHO) definition and also explore other interpretations.

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.

Assessment Tasks:

- Case Study
- Written report
- Data Analysis
- Examination

Outcomes:

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

Students investigate 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.

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.

Assessment Tasks:

- Research report
- Test
- Examination

Outcomes:

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

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Unit 3: Australia's health in a globalised world

Students look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the world Health Organisation (WHO). Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Assessment Tasks:

- Case study / Data analysis
- Test
- Examination (VCAA)

Outcomes:

1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global conte:

Students examine health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment Tasks:

- Written Response
- Case Study / Data Analysis
- Examination (VCAA)

Outcomes:

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the Sustainable Development Goals (SDGs) and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Health and Physical Education - Physical Education

Physical Education explores the complex interrelationship between anatomical, biomechanical, physiological and skills acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.



Unit 1: The human body in motion

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 physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

Assessment Tasks:

- Written report
- Test
- Laboratory report
- Examination

Outcomes:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2: Physically activity, sport and society

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Assessment Tasks

- Written report
- Test
- Laboratory report
- Examination

Outcomes

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting. Implement and promote programs designed to increase physical activity within a selected group.

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Unit 3: Movement skills and energy for physical activity

Students are introduced to the biomechanical and skills acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contributions and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment Tasks:

- Written report
- Test
- Examination (VCAA)

Outcomes:

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skills acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skills frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment Tasks:

- Written report
- Test
- Examination (VCAA)

Outcomes:

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Vocational Major – Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop 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. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social 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. Students participate in an extended 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. Students will reflect on how community awareness of their selected issue can be improved.

Unit 1:

Unit 2:

Vocational Major – Personal Development Skills

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Unit 3:

Unit 4:

Humanities - Business Management

Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.



Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Assessment Tasks:

- A business simulation exercise
- A business research report
- Case study analysis
- Examination

Outcomes:

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2: Establishing a business

Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Assessment Tasks:

- Research Activity
- Case study
- analysis
- Examination

Outcomes:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

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Unit 3: Managing a business

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Assessment Tasks:

- Business foundations
- Managing employees
- Operations management
- Examination (VCAA)

Outcomes:

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment Tasks

- Reviewing performance—the need for change
 - Implementing change
 - Examination (VCAA)
1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
 2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Humanities - 20 Century

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1:

World War I is seen by many as a turning point in history, causing many political, social, military and cultural changes, as well as leading to World War II only twenty years later. In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, with emphasis on the Russian Revolution. Students will examine the emergence of Communism after the October 1917 Bolshevik Revolution, and the consequences for Russia's internal and international relations, including the rise of Stalin.

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Essay

Outcomes:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2:

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Post-World War II and 1945, the United Nations was intended to resolve issues of conflict; however, this is a period dominated by Cold War paranoia and scares. Investigation focuses on the study of the Vietnam War, both Australian and American involvement, and the role of protest movements in ultimately ending the conflict. Increasingly, groups turned to alternative methods to achieve change, namely terrorism. Students will investigate the use of terrorism in the second half of the 20th Century as a mechanism for achieving change.

Assessment Tasks

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Essay

Outcomes

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts (popular protest and terrorism) in the second half of the twentieth century and analyse the consequences for nations and people.

Humanities - History (French & Chinese Revolutions)

The turmoil and upheaval of revolutions have resulted in dramatic political and social changes that impact on the modern world. This study addresses the crises in the existing regimes that led to revolution and the role of popular movements, leaders' events and ideas in bringing about radical change. Students examine the attempts to establish a new society and evaluate the degree to which the outcomes coincided with the original revolutionary goals, using a range of primary and secondary materials, in both written and visual forms.



Students investigate the significant historical causes and consequences of political revolution.

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Students develop an understanding of the complexity and multiplicity of causes and consequences in a revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent of which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and effects of change instigated by the new order.

Unit 3: The French Revolution of 1789

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination (VCAA)

Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit 4: The Chinese Revolution of 1949

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination (VCAA)

Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Humanities - Legal Studies

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



Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice system, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case). 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.

Unit 1: Guilt and liability

Students develop an understanding of legal foundations, such as the different types sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Assessment Tasks

- Tests
- Examination

Outcomes

1. Describe the structure of Commonwealth and Victorian Parliament, the types and sources of law, and the elements of an effective law.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2: Sanctions, remedies and rights

Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case/civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases and form a judgements about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Assessment Tasks

- Test
- Report
- Examination

Outcomes

1. Explain the key concepts in determining of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, in comparison to another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

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Unit 3: Rights and justice

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as 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. Students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment Tasks

- Written Outcomes
- Essays
- Examination (VCAA)

Outcomes

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice systems to achieve the principles of justice.
2. Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4: The people and the law

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment Tasks

- Written Outcomes
- Essays
- Examination (VCAA)

Outcomes

1. Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Vocational Major – Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

Unit 1:

Unit 2:

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Unit 3:

Unit 4:

Mathematics

It should be noted that it is not necessary for students to undertake Mathematics to obtain their VCE. However, all students are encouraged to consider undertaking a mathematics subject at VCE level. The selection of the appropriate Mathematics subject is a critical decision. Students should consult their current Maths teacher to obtain a recommendation for the appropriate maths.



A guide is the student's Victorian Curriculum level at the end of Semester 1 in Year 10:

- To be successful at General Mathematics a students should be achieving at level 9 or above
- To be successful at Mathematical Methods a student should be achieving at level 9.5 or above.

A CAS calculator is required to complete Units 1-4 in all Mathematics subjects in VCE. Approximant cost is \$200

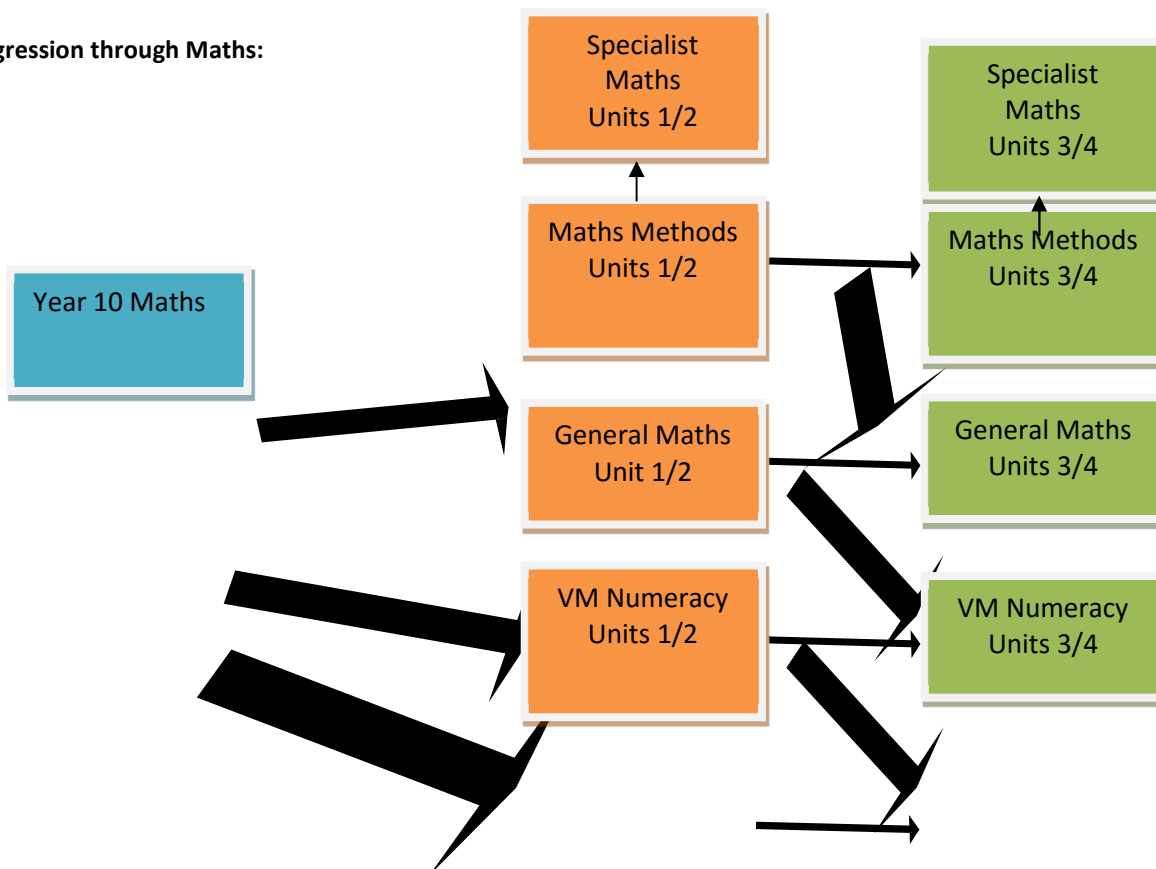
Assessment in all Mathematics Units consists of a selection of:

- Mid year and end of year examinations, Topic tests, Analysis/Modelling tasks, and Textbook questions

Outcomes in all Mathematics Units are based around the following:

- Understanding of key mathematical concepts and related skills
- Application of mathematical processes to non-routine contexts
- Use of technology to develop mathematical ideas

Progression through Maths:



Mathematics - General Mathematics (Units 1 & 2)

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.



Unit 1&2 Students will require a CAS calculator to complete this course (approximant cost \$200)

Unit 1 & 2

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'

Assessment Tasks

- Chapter book questions
- Topic tests
- Analysis/Modelling tasks
- Examination

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Note: General Maths Units 1 & 2 leads to General Math Units 3 & 4

This course will not prepare students for Year 12 Maths Methods or Specialist Maths.

Mathematics - Mathematical Methods (CAS)

A higher level course designed for students who will require Maths Methods and/or Specialist Maths in Year 12.

Areas of study include: Functions, Graphs, Algebra, Rates of Change, Calculus and Probability.



A CAS calculator is required to complete Units 1-4. Approximant cost \$200

Units 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

Assessment Tasks

- Chapter book questions
- Application/modelling and problem solving
- Topic Tests
- Examination

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Maths Methods Units 1 & 2 leads to Maths Methods Units 3 & 4. Students may also elect to study Specialist Maths Units 3 & 4.

Alternatively, students may choose to study General Maths Units 3 & 4

Mathematics - Mathematical Methods (CAS)

Maths Methods is a prerequisite for some tertiary courses. Some students elect to enrol in both General Math 3 & 4 and Maths Methods. This course is calculus based mathematics.

A CAS Calculator is required for this course.



Units 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'.

Assessment Tasks

- Topic Tests
- Chapter book questions
- Application/Modelling and problem solving Task
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Mathematics - General Mathematics 3&4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and Financial Modelling*, and Unit 4 comprises *Matrices and Networks and Decision Mathematics*.



A CAS calculator is required to complete Units 3&4. Approximant cost \$200

Units 3 & 4

Core:

Data analysis

- Review of representation, display and description of the distributions of categorical variables: data tables, two-way frequency tables and their associated segmented bar charts
- Review of representation, display and description of the distributions of numerical variables: dot plots, stem plots, histograms; the use of a log (base 10) scale to display data ranging over several orders of magnitude and their interpretation in powers of ten

Recursion and financial modelling

Use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

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.

Networks and decision mathematics

Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles.

Assessment Tasks

- Tests
- Application Task
- Modelling or Problem Solving Tasks
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes Units 3 & 4

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem solving.
3. Use technology to produce results and carry out analysis.

Mathematics - Specialist Mathematics 1 & 2

Specialist Maths is a prerequisite for some university courses. Specialist Maths must be taken in conjunction with Maths Methods.

A CAS calculator is required to complete. Approximant cost \$200



Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Assessment Tasks

- Topic Tests
- Chapter book questions
- Modelling task
- Application/Problem solving task
- Examination

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Mathematics - Specialist Mathematics

Specialist Maths is a prerequisite for some university courses. Specialist Maths must be taken in conjunction with Maths Methods.

A CAS calculator is required to complete Units 3&4. Approximate cost \$200



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 development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

Assessment Tasks

- Topic Tests
- Chapter book questions
- Modelling task
- Application/Problem solving task
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Vocational Major - Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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.

Units 1 & 2

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Units 3 & 4

Science - Biology

Biology is a diverse and evolving scientific field that tries to understand and explore the nature of life, from simple micro-organisms to complex animals. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms have things in common. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure it continues from generation to generation. You will also consider emerging issues with the development and application of modern biotechnology.



Unit 1: How do cells function?

Students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They will also analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Science - Biology

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Unit 3: How do cells maintain life?

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 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.

Assessment Tasks

Annotations to a selection of Practical activities
Report/Presentation
Examination (VCAA)

Outcomes

Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

Students will consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. You will also examine how recent technological developments in the fields of comparative genomics, molecular homology and bioinformatics, have resulted in evidence of change, through measurements of relatedness between species.

Students 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.

Assessment Tasks

Practical activities
Report/Presentation
Extended Investigation
Examination (VCAA)

Outcomes

Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Science - Chemistry

Chemistry explores and explains the composition and properties of matter and the chemical processes that occur on Earth and beyond. Why are solids solid? Why is Carbon Dioxide a gas? VCE Chemistry examines the production and development of energy resources such as hydrocarbons and biofuels, how we monitor and treat water, the chemistry of food, and examines the development of new materials. Chemistry is a hands-on subject and you will develop a number of practical skills to enable you to synthesise new chemicals or to conduct analytical tests using wet chemistry and instrumental analysis.



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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical 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.

Outcomes

Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Learn to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Assessment Tasks

Students will be assessed through a mixture of:

- Test and data analysis tasks
- Practical Investigations and Reports
- Modelling or simulation activities

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Outcomes

Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Learn to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Learn to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water..

Assessment Tasks

Students will be assessed through a mixture of:

- Test and data analysis tasks
- Practical Investigations and Reports
- Modelling or simulation activities
- Analysis and evaluation of a chemical invention or concept
- A scientific poster

Science - Chemistry

Chemistry explores and explains the composition and properties of matter and the chemical processes that occur on Earth and beyond. Why are solids solid? Why is Carbon Dioxide a gas? VCE Chemistry examines the production and development of energy resources such as hydrocarbons and biofuels, how we monitor and treat water, the chemistry of food, and examines the development of new materials. Chemistry is a hands-on subject and you will develop a number of practical skills to enable you to synthesise new chemicals or to conduct analytical tests using wet chemistry and instrumental analysis.



Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit you will explore energy options and the chemical production of different materials. You will compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. You will predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Assessment Tasks

- A report on a laboratory investigation
- A response to a set of structured questions
- Examination (VCAA)

Outcomes

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

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

Assessment Tasks

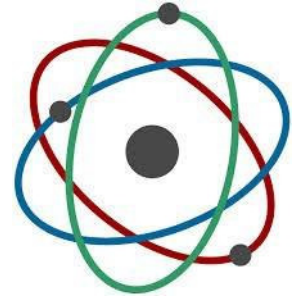
- A response to a set of structured questions
- A data analysis task
- A structured scientific poster reporting on an extended practical investigation
- Examination (VCAA)

Outcomes

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Science - Physics

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.



Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Outcomes

Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Assessment Tasks

Students will be assessed through a mixture of:

- Test and data analysis tasks
- Practical Investigations and Reports
- Modelling or simulation activities
- An analysis, including calculations, of physics concepts applied to real-world contexts

Unit 2: How does physics help us understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Outcomes

Learn to investigate, analyse, mathematically model and apply force, energy and motion.

Learn to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected physics topic.

Learn to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

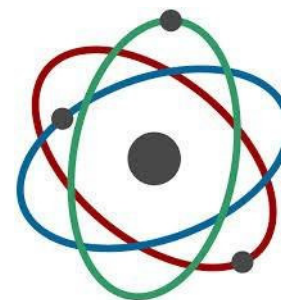
Assessment Tasks

Students will be assessed through a mixture of:

- Test and data analysis tasks
- Practical Investigations and Reports
- Modelling or simulation activities
- An explanation of a selected physics device, design or innovation
- A physics-referenced response to an issue or innovation

Science - Physics

Physics tries to understand and explain the physical world. What is light? How can we predict the motion of objects like projectiles or planets in orbit? How can we produce electricity? It examines models and ideas used to make sense of the world and these are sometimes changed as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.



Unit 3: How do fields explain motion and electricity?

This unit explores the importance of energy in explaining and describing the physical world. This includes the production of electricity, the transmission of electricity over large distances and the design and operation of particle accelerators. You will explore the interactions, effects and applications of gravitational, electric and magnetic fields. You will use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Assessment Tasks

- A report of physics phenomenon
- An explanation of the operation of a device
- A response to structured questions
- An analysis of experimental data
- Test
- Examination (VCAA)

Outcomes

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of Special Relativity.

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

Light has fascinated and puzzled scientists for centuries. At times it appears to behave like a particle. At other times it appears to behave like a wave. A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, you will explore the use of wave and particle theories to model the properties of light and matter.

Assessment Tasks

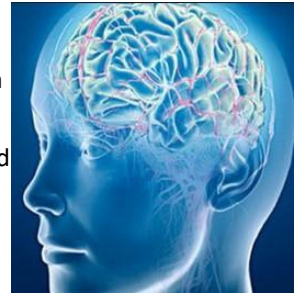
- Annotations of at least two practical activities from a practical logbook
- A report of a student designed practical investigation
- An analysis of primary or secondary data
- A response to structured questions
- Examination (VCAA)

Outcomes

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Science - Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Students explore 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.



Unit 1: How are behaviour and mental processes shaped?

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 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.

Outcomes

Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Learn to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Assessment Tasks

Students will be assessed through a mixture of:

Analysis and evaluation of an experiment or case study

A data analysis task

Problem-solving involving psychological

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Outcomes

Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment Tasks

Students will be assessed through a mixture of:

Analysis and evaluation of an experiment or case study

A data analysis task

A response to a psychological issue or ethical dilemma

Science - Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Students explore 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.



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

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.

Outcomes

Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Assessment Tasks

Students will be assessed through a mixture of:

Analysis and evaluation of an experiment or case study model or simulation

A data analysis task

Comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities

Analysis and comparison of two or more

Unit 4: How is mental wellbeing supported and maintained?

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 life span. 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.

Outcomes

Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment Tasks

Students will be assessed through a mixture of:

Analysis and evaluation of an experiment or case study model or simulation

A data analysis task

Comparison and evaluation of psychological concepts, methodologies and methods, and

Technology - Food Studies

Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skills in food preparation. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.



Unit 1: Food origins

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

Students also investigate 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.

Assessment Tasks

Timeline

Written report and annotated visual report

Record of practical activities

Examination

Outcomes:

Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Describe patterns of change in Australia's food industries and cultures and through practical activities critique contemporary uses of foods indigenous to Australia and those food introduced through migration..

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students 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. Students design new food products and adapt recipes to suit particular needs and circumstances.

Assessment Tasks

Design and develop food product in response to a need in the school community

Design and design a food product in response to a need in a domestic situation

Record of Practical activities

Examination

Outcomes:

Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Technology - Food Studies

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Unit 3: Food in daily life

Students investigate the many roles and everyday influences of food. They explore 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 digesting, and the role of diet on gut health. Students analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop their understanding of diverse nutrient requirements. Students focus 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. Students investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Assessment Tasks

Annotated visual report
Short written report: Case Study
Analysis
Record of Practical Activities
Examination (VCAA)

Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs

Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for

Unit 4: Food issues, challenges and futures

In this unit 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 practice and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students focus on issues about the environment, climate change, 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. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to ~~Assessment Tasks~~ and support sustainable futures

- Records of practical activities
- Written reports
- Examination (VCAA)

Outcomes:

Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Ecritique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable

Studying a **VET** subject in 2023

VET is also referred to as “VETS”, which stands for “Vocational Education and Training in Schools”. VET refers to enhanced senior school studies, which enables a secondary student to combine their VCE or VCAL studies with vocational training.

Vocational Education and Training (VET) is ‘education and training for work’ and part of a broader educational network in Australia that includes schools, universities and adult and community education. For detail on the national VET system, visit www.training.com.au.

Features of VET

- It is a two year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification (e.g. Certificate III in Music) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further vocational training TAFE study
- Focuses on students developing industry specific and workplace skills
- It is a vocationally oriented school program designed to meet the needs of students who favour practical learning environments.

How does VET work?

A VET in Schools program is usually made up of:

- **VET units of competency:** Delivered by a registered training organisation (e.g. TAFE), student’s school or another school close by.
- **Structured Workplace Learning:** This involves an employer accepting a student on a one day a week basis or one week block.

Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

Contribution to the VCE

With the exception of English there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as VCE VET or Block Credit Programs. VCE VET Programs:

- Are fully recognized within the Units 1 – 4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)
- With a study score, of the 16 units that make up the VCE, an unlimited number can be VET units
- All three sequences other than English, can be approved VCE VET Unit 3 and 4 sequences, with study scores
- VET programs contribute directly to the ATAR in the Primary 4 or as a 5th or 6th study increment.

Block credit VET Programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR.

VET increases a student's learning potential

- Broadens VCE/VCAL options
- Develops student's capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Fosters positive feedback by enabling students to demonstrate specific skills and competency
- Matches student interests and career directions through the provision of strong pathways

VET gives National qualifications and skills

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate or Statement of Attainment
- VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

VET prepares students for the workforce

- Multiplies post school opportunities
- Provides the opportunity to trial a career. Helps students explore possible areas of interest which promote further study and work choices
- Allows a student to develop strong links with industry and local community employers, i.e. students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions
- Develops their capacity for co-operation, teamwork and leadership skill development
- Assists in transition from school to work.

What is the Mullum Cluster?

The Mullum Cluster is a co-operative group of 35 Government, Catholic and Independent schools operating in partnership. They are assisted by Independent Providers and by the Gateway and Outer Eastern Local and Employment Networks. The Cluster offers a broad range of VET programs in a school environment at a cost effective rate. The Mullum Cluster aims to bring the benefits of VET programs to as great a number of students as possible who reside in the Eastern corridor of Victoria. Since 2008 the Mullum Cluster has developed a strong, working relationship with the Inner Melbourne VET Cluster Inc.

Materials Charges VET

In addition to the College materials charges for VET programs, each of the programs has set charges. The charges are established by the relevant training organisation delivering the program upon enrolment.

Please speak to the Scoresby Secondary College Careers Coordinator for more information for external VET options.

VET Units offered at Scoresby Secondary College

Certificate III in Sport & Recreation (Fitness)



Course aims:

The VCE VET Sport and Recreation program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. It also aims to enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Where and when the course is held:

- Units 1&2: Scoresby Secondary College Wednesday 1:30pm-5:00pm
- Units 3&4: Scoresby Secondary College Wednesday 1:30pm-5:00pm

Units of competency:

Year 1:

Sample competencies covered in the first year include:

- Organise personal work priorities and development
- Provide customer care
- Respond to emergency situations
- Apply first aid
- Use social media tools for collaboration and engagement
- Perform basic water rescues
- Develop and apply an awareness of specific populations to exercise delivery
- Coaching Principles and Practices

Year 2:

Sample competencies covered in the second year include:

- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Instruct and monitor fitness programs
- Provide public education on the use of resources
- Manage conflict
- Provide fitness orientation and health screening

Credit towards VCE/VCAL:

VCE: Students will be eligible for up to four units, two units at the 1 and 2 level and two at Units 3 and 4.

ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Sport and Recreation (Fitness) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Sport and Recreation (Fitness), no contribution to the ATAR will be available.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

Certificate III in Sport & Recreation (Fitness) *(continued)*

Work placement: 200 hours of work placement over 2 years (approx. 1 hour a week at club level) will be part of the program, this will be achieved in partnership with clinics run at the local Primary schools. (Cert II recommends 80 hours)

Not required but is recommended

Additional requirements/information: Students need to bring their college's PE uniform to participate in practical sessions. Excursions to Recreation Facilities are covered in course fees.

Additional requirements/information: Students need to bring their college's PE uniform to participate in practical sessions.

Excursions to Recreation Facilities are covered in the course are \$640 fees per year (Unit 1&2 or Unit 3&4).

Note: Costs may vary as cluster costs are not yet confirmed.

Complementary studies:

- Physical Education

Pathways:

- Certificate III in Sport and Recreation
- Certificate IV in Sport and Recreation
- Diploma in Sport and Recreation

Possible future career opportunities:

- Exercise Science
- Human Movement
- Nutrition
- Physical Education teaching
- Physiotherapy
- Sports Medicine

Certificate III in Music



Course aims:

The VCE VET Music program aims to:

- Provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Where and when the course is held:

- Units 1&2: Scoresby Secondary College Wednesday 1:30pm-5:00pm
- Units 3&4: Scoresby Secondary College Wednesday 1:30pm-5:00pm

Units of competency:

Year 1:

Sample competencies covered in the first year include:

Core Studies:

- Work effectively in the music industry
- Implement copyright arrangements
- Occupational Health and Safety procedures

Elective Studies:

- Make a music demo
- Compose simple songs or musical pieces
- Develop simple musical pieces using electronic media
- Write song lyrics
- Develop ensemble skills for playing/singing music

Year 2:

The competencies covered in the second year are:

- Develop technical skills in performance
- Develop improvisation skills
- Develop & maintain
- Stagecraft skills
- Apply knowledge of genre to music making
- Perform music as part of a group or as a soloist

Credit towards VCE/VCAL:

VCE: Students will be eligible for up to 5 units of credit, 3 units at the 1&2 level and 2 units at 3&4.

ATAR Contribution: : Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Music, no contribution to the ATAR will be available.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

Certificate III in Music *(continued)*

Work placement: While not students are not required to complete the 200 hours of work placement over 2 years promoted as part of some courses, it is recommended that students do a Music based placement for their Work Experience in Year 10.

Additional requirements/information: The course fees for VET Music are **\$420 per year** (Unit 1&2 or Unit 3&4).

Note: Costs may vary are cluster costs are not yet confirmed.

NB: Students must be available for performances out of school hours typically Wednesday evenings and as requested.

Complementary studies:

- Classroom Music
- Instrumental Music

Pathways:

- Certificate IV in Music/Music Technology
- Diploma/Advanced Diploma in Music/Music Technology
- Bachelor of Music
- Bachelor of Music Industry

Possible future career opportunities:

- Solo Music
- Band member
- Composition/song writing
- Music Management/Promotion
- Music Producer
- Sound Engineer Live/Studio
- Arranger
- Music Teacher



Scoresby
Secondary
College

Inspiring brilliance