



MILL PARK SECONDARY COLLEGE

# Senior Campus

**HANDBOOK 2023**



**MILL PARK**  
SECONDARY COLLEGE

Discover how you can *Create your future!*

# Respect Achievement Responsibility Enjoyment

## Contents

<b>Section 1: Year 10 Program</b>	<b>4</b>	<b>Section 4: VCE Subjects Offered</b>	<b>36</b>
Year 10 Program Overview	4	ARTS	36
Choosing Year 10 Electives	5	Art Making & Exhibiting	36
VCE and VET Enhancement at Year 10	6	Dance	38
SEAL Program	8	VET Dance	40
Accelerated English	8	Drama	42
Head Start	8	Media	44
		Music	46
<b>Section 2: Year 10 Subjects Offered</b>	<b>10</b>	Music Contemporary Performance	48
Core Subjects	10	Music Repertoire Performance	50
Pastoral / English / Mathematics / Humanities	11	VET Music Industry: Sound Production	52
Science	12	Product Design and Technology:	
ARTS	14	Textiles and Fashion	54
Architecture & Interior Design	14	VET Applied Fashion Design	
Ceramics & Sculpture	15	and Technology	56
Dance Style & Choreography	15	Theatre Studies	58
Drama & Theatre	15	Visual Communication Design	60
Graphic & Product Design	15	ENGLISH	62
Media Film & Television	16	English	62
Media Print Digital Photography	16	English as An Additional Language	64
Music Performance	16	English Language	66
Music Technology & Recording	17	Literature	68
Painting & Drawing	17	HUMANITIES	70
ENGLISH	18	Accounting	70
Literature	18	Australian and Global Politics	72
HUMANITIES	18	Global Politics	73
Business Economics	18	Business Management	74
Extended Investigation	18	Economics	76
Geography	19	Extended Investigation	78
Most Wanted - Legal Studies/Psychology	19	Geography	80
Philosophy & the Real World - Philosophy	19	History: Ancient	82
LANGUAGES	20	History: Modern	84
Italian	20	Legal Studies	86
MATHEMATICS	20	Philosophy	88
Mathematical Methods	20	LANGUAGES	92
PE & HEALTH	20	Italian	90
Health & Human Development	20	Chinese First Language	92
Outdoor Education and		MATHEMATICS	94
Environmental Studies	21	General Mathematics	94
Physical Education	21	Mathematical Methods	96
SCIENCE	22	Specialist Mathematics	98
Biomedical Science	22	PHYSICAL EDUCATION	100
Psychology	22	Health & Human Development	100
Science Investigations	22	Outdoor and Environmental Studies	102
TECHNOLOGY	23	Physical Education	104
Materials: Product Design	23	VET Sport and Recreation	106
Materials: Fashion	23	VET Community Services	108
System Engineering - Electrotechnology		SCIENCE	110
& Mechanical Design	24	Biology	110
Computer Programming	24	Chemistry	112
Information Technology	24	Environmental Science	114
Urban Cuisine	25	Physics	116
Junior Chefs	25	Psychology	118
		VET Laboratory Skills	120
<b>Section 3: VCE Year 11 &amp; 12</b>	<b>26</b>	TECHNOLOGY	122
Introduction	26	Applied Computing	122
Choosing A Suitable Program	27	Food Studies	124
Information about the Victorian Certificate		Product Design and Technology: Materials	126
of Education	27	System Engineering	128
General VCE Information	28	VET Construction Pathways	130
VCE Vocational Major (VM)	29		
General Achievement Test (GAT)	29		
Vocational Education and Training (VET)			
Courses	30		
In School Delivery at Mill Park Secondary College			
(Internal VET)	30		
External VET Studies	31		

# Year 10



## SUBJECT OVERVIEW

Students in Year 10 at Mill Park Secondary College undertake a combination of core and elective subjects.

The core subjects that each student studies include: English, Mathematics, Humanities, Science: Environmental/Biology and Science: Physics/Chemistry.

The purpose of the Year 10 curriculum is to develop students' skills and enable them to explore their interests in preparation for the Victorian Certificate of Education (VCE).

## Choosing Year 10 Electives

- Year 10 students have a choice of five free choice electives. When selecting electives, the following conditions apply:
- Choosing a VCE subject and/or Language will count as two electives, as these subjects extend over two semesters (i.e. yearlong).
  - A student will need to choose from at least six different areas of study from the eight offered, these are;
    - ▶ Arts, English, Humanities, Languages, Mathematics, Physical Education and Health, Science, and Technology.
    - ▶ A student may not select more than four units from a single area of study.
  - Year 10 students may choose a VCE or VET subject to accelerate in.
  - Students who want to accelerate in an external VET subject would need to be able to attend off-site, be capable of achieving success in the area chosen and exhibit the school values at all times.
  - Early commencement in a VCE or VET subject requires that students complete the application process with final approval given by the Senior Campus Principal.

Y10 Timetable:

Semester 1	Semester 2
English	English
Mathematics	Mathematics
Science (Enviro/Bio)	Science (Physics/Chemistry)
Humanities	Elective 1
Elective 2	Elective 3
Elective 4	Elective 5



VCE and VET Enhancement at Year 10

Students have the opportunity to choose a VCE/VET subject to study in Year 10. They must select Units 1 and 2 to complete during Year 10 as two of their free choice electives. Completing Units 3 and 4 during Year 11 typically follows this.

Students who wish to accelerate must show skills that will ensure their success in the chosen subject. VCE Units that are recommended for possible Y10 enhancement can be found on page 7. A full list of internal VET subjects available for selection can be found on page 30. Students who want to accelerate in an external VET subject would need to be able to attend offsite, be capable of achieving success in the area chosen and exhibit the school values at all times. Year 10 students considering choosing a VCE or VET subject should discuss these options with their parents and relevant staff. Interviews and an approval process will be held to discuss student choices before final approval.

There are many benefits to undertaking a VCE subject as a Year 10 student:

- Allows a student to gain valuable exposure to VCE assessment, as well as the rigours of a VCE program, workload and other requirements.
- Provides students with an opportunity to complete a Unit 3 and 4 subject in Year 11 to enhance their Australian Tertiary.
- Admissions Rank (ATAR). Completing a sixth Unit 3 and 4 subject counts towards the final ATAR.
- Allows a student to build up effective study habits/routines before their final schooling years.

It is recommended that students select a related or 'complementary' unit to study, rather than their 'best' or 'favourite' subject, or subjects that are pre-requisites for University or TAFE. For example, if you are passionate in Physical Education and Health, select VET Sport & Recreation in Year 10, rather than Physical Education or Health and Human Development. This should enable you to maximise your Study Score for these subjects in your final year of study, as you have gained valuable experience in the rigours of VCE, assessment, and end-of-year exams.

There are a number of factors that will be considered when determining whether undertaking a VCE or VET subject in Year 10 is appropriate for a student:

- Do you have a consistent record of achievement?
- Do you have a genuine interest in the subject?
- Do you have an excellent attendance record?
- Have you demonstrate the maturity required to be successful in a course at an advanced year level?

Recommended Subjects Available for Year 10 Enhancement

Art	<ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Studies</li><li>• Music*</li><li>• Art Making and Exhibiting</li><li>• Theatre Studies</li><li>• Visual Communication Design</li><li>• VET Dance</li><li>• VET Music Industry: Sound Production</li></ul> <i>*Separate entrance requirement.</i>	Humanities	<ul style="list-style-type: none"><li>• Accounting</li><li>• Australian &amp; Global Politics</li><li>• Business Management</li><li>• Economics</li><li>• Geography</li><li>• Ancient History</li><li>• Modern History</li><li>• Legal Studies</li><li>• Philosophy</li></ul>
Physical Education	<ul style="list-style-type: none"><li>• Health &amp; Human Development</li><li>• Outdoor &amp; Environmental Studies</li><li>• Physical Education</li><li>• VET Sport &amp; Recreation</li><li>• VET Community Services</li></ul>	Science	<ul style="list-style-type: none"><li>• Biology</li><li>• Environmental Science</li><li>• Psychology</li><li>• VET Lab Skills</li></ul>
Technology	<ul style="list-style-type: none"><li>• Product Design &amp; Technology - Materials</li><li>• Product Design &amp; Technology - Textiles</li><li>• Food Studies</li><li>• Applied Computing</li><li>• VET Applied Fashion Design and Technology</li></ul>	English	<ul style="list-style-type: none"><li>• English Language*</li><li>• Literature*</li></ul> <i>*Generally not recommended, unless student commits to studying a second English 3 or 4 sequence in Year 12.</i>
		Languages	<ul style="list-style-type: none"><li>• Chinese First Language*</li></ul> <i>*Chinese First Language is designed for students who speak Chinese or have a number of years experience studying in China where Chinese is the main language of instruction.</i>
		Mathematics	<ul style="list-style-type: none"><li>• General Maths</li></ul>



SEAL Program

SEAL students have a great deal of flexibility in their course, however they should plan their Year 11 and 12 program very carefully to ensure they gain the maximum benefit, whilst still following the College’s expectations. SEAL students can enrol in a maximum of two Units 1 and 2 subjects whilst in Year 10 and two Unit 3 and 4 subjects in Year 11.

The SEAL Program at the Senior Campus is designed to allow SEAL students to complete more subjects than they need to complete their VCE.

All students at Mill Park Secondary College including SEAL students are required to complete six subjects in Year 11 and five subjects in Year 12, regardless of how many subjects they have completed prior to that year. If a student has achieved excellent results in at least one Unit 3/4 course in Year 11, with consultation between the family and school, they may reduce the number of Unit 3/4 courses to four for their final year.

Many SEAL students should consider applying for a University Extension subject in their final year. This is an excellent option for SEAL students who have already completed two or three subjects upon entering Year 12.

Y10 SEAL Timetable:

Semester 1	Semester 2
Accelerated English	Accelerated English
Accelerated Mathematics	Accelerated Mathematics
Extended Investigation	Extended Investigation
VCE Elective	VCE Elective
Elective 1	Elective 2
Elective 3	Elective 4

Accelerated English

Students in the Accelerated English class do not select regular Year 10 English. They will have the benefit of studying English at a higher level while still completing a Year 10 course which could also include VCE subjects. This allows them to keep being challenged via acceleration of subjects, whilst trying out different subject areas. The program is designed to provide students with flexibility in their subject choice across the 3 years. A specialised Accelerated English subject allows students to undertake any VCE English choice in Year 11.

Head Start

Head Start is an education pathway for secondary school students that combines their VCE(VM) with an apprenticeship or traineeship. Head Start is designed to give students the confidence, capabilities and employability skills that employers are seeking in growth industries. Head Start is a quality pathway option for motivated students who wish to get a Head Start on their future career.

A Head Start Program offers students a range of benefits including:

- Career planning advice to find the right pathway.
- A Head Start Pathway Plan tailored to the specific needs of the student and the employer.
- One on one support from a Head Start Co-ordinator to keep students on track.
- Quality assured nationally recognised training.
- A VCE certificate.
- Significant progress towards, or completion of a trade qualification.
- Payment of a fair training wage.
- A tailored pathway into a priority industry career.
- Head Start is available in 27 priority industry qualifications.

Interested students should obtain a Head Start Expression of Interest pack from the Careers & Pathways Team.

READY TO GET A HEAD START?

- PDF brochure for students:  
[https://drive.google.com/file/d/12DNm8C6PyYfSRQdddZlcobqQZXao87\\_m/view](https://drive.google.com/file/d/12DNm8C6PyYfSRQdddZlcobqQZXao87_m/view)
- PDF brochure for parents:  
<https://drive.google.com/file/d/1M1E9nGhqjyxjXbTnz8cyX945bM8wyDy3/view>



# Year 10 Subjects Offered

### CORE SUBJECTS

Students in Year 10 must complete all core subjects as part of the Victorian Curriculum.

- Pastoral
- English
- Humanities
- Mathematics
- Science

### Pastoral

#### Homegroup & Pastoral (HG/PAST)

In Year 10 Homegroup & Pastoral, students will develop working relationships with their peers and Homegroup/Pastoral Teacher.

Pastoral classes throughout Year 10 are designed to allow you to discuss, research and debate issues around your personal health, relationships and future careers.

**You will learn about various topics including:**

- Careers and subject selection preparation
- Occupational Health and Safety
- Study Skills

### English

#### English or EAL English (ENGA/ENGB/EALA)

In Year 10 English or EAL, students will develop their written and spoken communication skills through the study of a variety of classic and contemporary texts.

They will draw on the ideas and concerns in an Australian film to create a writing piece. Students will draft their writing and learn the skills of self-editing for improved fluency and expressiveness.

#### Assessment Tasks

- Text responses
- Writing folio
- Oral presentations

**Pathways beyond Year 10 include but are not limited to:**

- VCE English & EAL
- VCE Literature
- VCE English Language

### Mathematics

#### Mathematics (MTHA/MTHB)

This subject aims to combine a range of teaching methods and classroom practices through an online system called 'Maths Pathways'. Lessons will be tailored to precisely what each individual student is ready to learn.

This includes developing problem solving; independent learning and group work skills and helping students develop a growth mindset towards their mathematics learning.

#### Assessment Tasks

- Topic Tests
- Investigations
- Practical Activities

**Pathways beyond Year 10 include but are not limited to:**

- VCE General Mathematics
- VCE Mathematical Methods
- VCE Specialist Mathematics

### Humanities

#### History (HUMS)

This subject allows students to explore the events, turning points and places where Australians fought in World War Two. Students will also examine how Indigenous Australians and other groups have fought for their rights and freedoms in Australia and abroad. Finally, they will investigate the development of pop-culture in post-war Australia and how it shaped the Australian way of life.

#### Assessment Tasks

- Essay
- Research project
- Oral presentation

**Pathways beyond Year 10 include but are not limited to:**

- VCE History
- VCE Australian and Global Politics



## Science

Core Science at Year 10 is one course that has been split into two parts (Environmental/Biology and Physics/Chemistry) to allow greater flexibility in timetabling of electives and allow for specialised teachers for each section. Students will take both components, either in one semester or across the two semesters.

### Science Environment & Biology (SCEB)

In this subject, DNA and the transmission of heritable characteristics from one generation to the next is studied, along with natural selection and evolution as a mechanism of change.

Global systems including the carbon cycle are explored, along with the origins of the universe and the big bang theory.

#### Assessment Tasks

- Written reports
- Practical reports
- Written test
- Exam

**Pathways beyond Year 10 include but are not limited to:**

- VCE Biology
- VCE Psychology
- VCE Environmental Science
- VCE/VET Laboratory Skills

### Science Chemistry & Physics (SCCP)

During the physics strand of this subject, students study motion and Newton's laws as well as energy and energy transformations.

In chemistry, atomic structure, the periodic table and chemical properties is studied. Students look at how chemical reactions can produce a range of products. Chemical formula and equations are also explored.

#### Assessment Tasks

- Written reports
- Practical reports
- Written test
- Exam

**Pathways beyond Year 10 include but are not limited to:**

- VCE Physics
- VCE Chemistry
- VCE Biology
- VCE Psychology
- VCE Environmental Science
- VCE/VET Laboratory Skills





# Year 10 Electives

## Arts

### Architecture & Interior Design (AVID)

In this subject, students explore ideas around 'Architecture and Interior Design'. Students look at how designers have explored design elements and principles based on creative and conventional techniques. They investigate the role of Architects and Interior Designers in both production methods and theory. Students also study the design styles, sustainable impact, and the various roles and practices of designers. The focus is on the development of practical skills through the application of design concepts and briefs. You will use industry based software including Photoshop and Illustrator.

#### Assessment Tasks

- Folio: practical work
- Work book: development of ideas
- Written task: analysis of designs

**Pathways beyond Year 10 include but are not limited to:**

- VCE Visual Communication Design
- VCE Art Making and Exhibiting

### Ceramics & Sculpture (AVCS)

In this subject, students will learn how to create three-dimensional artwork, through the exploration of ideas in clay. They will explore art elements and principles to develop their individual ideas and develop skills, techniques and processes to produce imaginative ceramics and sculpture based on a range of art styles. This also involves the analysis and discussion of features and differences in styles, themes used by artists.

#### Assessment Tasks

- Folio: practical work, ceramics and sculpture
- Work book: development of ideas
- Written task: analysis of artwork

**Pathways beyond Year 10 include but are not limited to:**

- VCE Art Making and Exhibiting

### Dance Styles & Choreography (APDS)

In this subject, students will learn about dance styles; from contemporary ballet, jazz, to hip hop. This unit focuses on your participation, development and exploration of various dance styles and techniques. They will develop technical and creative skills through learnt dance works and improvisation. Students will also develop a greater understanding of the choreographic processes through analysis and evaluation of dance styles.

#### Assessment Tasks

- Choreography task (solo/duo/trio)
- Annotated Visual Report (written task)
- Learnt Group Dance

**Pathways beyond Year 10 include but are not limited to:**

- VCE Dance
- VET Dance

## YEAR 10 ELECTIVES

### Drama & Theatre (APDR)

In this subject, students will learn about the elements of Drama in order to understand how to create a character and the process involved in performing. Students will examine character creation from a variety of different stimulus materials. Students will then study a play, be assigned a character part in the play and perform it in front of an audience. They will be involved in all areas of production, including; acting, props, sound, lighting, costume and make-up.

#### Assessment Tasks

- Performance
- Class participation
- Analysis of a play

**Pathways beyond Year 10 include but are not limited to:**

- VCE Drama
- VCE Theatre Studies

### Graphic & Product Design (AVGD)

In this subject, students will learn about the important role in producing creative ideas and meeting clients' needs. They will develop skills and techniques and explore ideas through the design process based on design briefs. This includes the use of production methods and the analysis and discussion of qualities in design styles. They will develop an understanding of the role and practices of product and graphic designers. You will work on design tasks such as poster, promotion cover art, logo and product designs such as toys. You will use industry based Adobe software.

#### Assessment Tasks

- Folio practical work, posters, products
- Work book: development of ideas
- Written task: analysis of designs

**Pathways beyond Year 10 include but are not limited to:**

- VCE Visual Communication Design
- VCE Art Making and Exhibiting

## Media Film and Television (AMMA)

In this subject, students develop an understanding of film and television story and production elements, such as: camera, acting, mise en scene, lighting and sound. Students will learn how to critically examine film and television texts to understand how directors make deliberate choices to create meaning. Students develop an understanding of the role and processes filmmakers go through to bring films to life. You will never watch movies the same way again!

### Assessment Tasks

- Written task – case study essay
- Practical work
- Timed task/s – text analysis

**Pathways beyond Year 10 include but are not limited to:**

- VCE Media

## Media Print Digital Photography (AMDP)

In this subject, students will learn about the creative application of digital photography. They will explore the technical and creative use of Digital Single Lens Reflex cameras and image editing/manipulation software such as Photoshop. They will also develop an understanding of historical and contemporary photographic practices and photographers.

### Assessment Tasks

- Folio - photographic work
- Work book – digital editing exercises and research
- Written Task/s – Theory and interpretation

**Pathways beyond Year 10 include but are not limited to:**

- VCE Media Studies
- VCE Art Making and Exhibiting
- VCE Visual Communication Design

## Music Performance (APMU)

In Music Performance, students will learn how to play musical pieces in solo and ensemble contexts. They will learn how to read and write musical notation and analyse music from a range of styles. Students will perform their prepared music to audiences in various contexts. Students will continue to develop skills on various instruments including voice, keyboard, guitar, bass and percussion. Brass, woodwind and other string instruments can be incorporated into this course. Students will be encouraged to explore and develop ideas, skills and techniques. Students will be exposed to many forms of music styles and develop an appreciation of the aesthetics of music through the analysis of its expressive elements.

Students who undertake this elective are strongly encouraged to attend weekly Instrumental Music lessons either privately or through the college.

### Assessment Tasks

- Instrumental development
- Analysis assignment
- Music-Theory comprehension and creative work

**Pathways beyond Year 10 include but are not limited to:**

- VCE Music Performance
- VET Music Industry: Sound Production

## Music Technology & Recording (APTR)

This unit concentrates on the use of technology to develop composition and recording techniques. Students will be exposed to a number of musical experiences through working with a Digital Audio Workstation (DAW), recording and analysis, composition and mixing using ICT, music theory and recording production. Students will explore and manipulate combinations of electronic and acoustic sounds to create new works, using technology as a composition tools. Students will be able to record a track using Garage-band or Logic. They will also be introduced to the components of and manage a PA system. As this unit focuses on music technology and composition, the use of musical instruments is limited.

### Assessment Tasks

- Equipment Management of live sound systems
- Presentation of creative composition and recording tasks
- Written journals
- Research project

**Pathways beyond Year 10 include but are not limited to:**

- VET Music Industry: Sound Production

## Painting & Drawing (AVPD)

In this subject, students will explore individual ideas through the creation of drawings and paintings. They will develop ideas and themes based on personal interests through the exploration of a range of art styles. Students will further develop drawing and painting skills, techniques and processes and produce imaginative and innovative art work. This includes the analysis and discussion of features and differences in styles, themes and aesthetic qualities of artists and their artwork.

### Assessment Tasks

- Folio: practical work, drawings, canvas painting
- Work book: development of ideas
- Written task: analysis of artwork

**Pathways beyond Year 10 include but are not limited to:**

- VCE Art Making and Exhibiting
- VCE Visual Communication Design

## English

### Literature (ENLI)

Do you love books and reading? Would you like to explore works of literature from the past and present and learn how to write creatively, all the while improving your ability as a writer, thinker and literary commentator? You will have the opportunity to read various forms of texts, such as poetry, novels, drama and film texts and learn how language and ideas are used to represent human experience. This elective will be invaluable to students planning to study literature in VCE.

#### Assessment Tasks

- Essay
- Review
- Creative Response

**Pathways beyond Year 10 include but are not limited to:**

- VCE Literature
- VCE English
- VCE English Language

## Humanities

### Business Economics (HEBE)

In this subject, students examine the 'economic cycle' to see how an economy operates. They explore the role of markets in allocating resources. Students also study the impact of businesses on Australia's economy and how advertising is used to grow profits. The concepts of ethics and social responsibility are considered to evaluate whether businesses can ever be a truly 'good' corporate citizen.

#### Assessment Tasks

- Written report
- Written test
- Debate

**Pathways beyond Year 10 include but are not limited to:**

- VCE Business Management
- VCE Economics

### Extended Investigation (HEXT)

In this subject, students explore an area of interest and develop a research question, which will be used as a basis for investigation. Students will learn skills central to the research process including thinking critically, developing a research question, searching academic databases and reviewing academic research, implementing research methods, and writing according to academic conventions. Throughout the year, students will defend their thesis in written and oral formats, and produce a 4,000-word written report detailing their investigation, results, discussion and conclusions.

#### Assessment Tasks

- Written reports
- Oral presentations
- Critical Thinking Test

Please note:

The Year 10 Extended Investigation is a year-long elective subject and will take up two of your free-choice electives.

Before selecting the Year 10 Extended Investigation you are encouraged to speak with a Careers teacher and/or your English teacher regarding your suitability for the subject.

**Pathways beyond Year 10 include but are not limited to:**

- Extended Investigation (Unit 3 & 4 only)

### Geography (HGEO)

In this subject you will learn about various sustainability issues at a local, regional and international scale. You will learn about how Aboriginal and Torres Strait Islander peoples practised sustainable environmental management prior to colonisation and how this has been disrupted since. You will also study the causes and impacts of climate change. You will investigate and evaluate social and technological responses to climate change. Finally, you will work in groups to solve a particular sustainability issue at the school.

#### Assessment Tasks

- Test
- Research report
- Action project

**Pathways beyond Year 10 include but are not limited to:**

- VCE Geography

### Most Wanted – Legal Studies/ Psychology (HLMW)

This elective will introduce you to Legal Studies and the field of Psychology. You will discover psychological issues that directly impact on the legal system. Topics include memory and eyewitness testimony, mental impairment and criminal responsibility, criminal profiling and assessing dangerousness. You will explore these issues by analysing past cases and performing some duties of a forensic psychologist, such as criminal profiling and giving expert opinion.

#### Assessment Tasks

- Research project
- Mock trial
- Oral presentation
- Criminal profiling

**Pathways beyond Year 10 include but are not limited to:**

- VCE Legal Studies
- VCE Psychology

### Philosophy & The Real World (HPRW)

Philosophy is the oldest discipline. Every subject draws from Philosophy – mathematics, science, arts and language – and philosophy draws on every subject. Students of philosophy ask the biggest, the most challenging, and the most intelligent questions known to human beings. For example:

- Is there a God?
- What is reality?
- Is killing always wrong?

#### Assessment Tasks

- Timed exercise
- Discussion
- Essay



# Languages

## Italian (ITA)

Year 10 Italian gives you the exciting opportunity to get ready to use Italian for future work, study, travel and friendship opportunities. It will further develop your fluency in the language and develop your knowledge and skills in understanding, speaking and writing Italian. You may have studied Year 9 Italian or you can re-join the Italian program after a break. This course is specially designed to extend and challenge you. We will investigate the Italian culture by exploring modern issues through the perspective of an Italian.

### Assessment Tasks

Activities involve assessing reading, writing, speaking and listening skills through stories, cartoons, posters, emails, letters, poems, articles and online activities.

**Pathways beyond Year 10 include but are not limited to:**

- VCE Italian

# Mathematics

## Mathematical Methods (MAVM)

In this subject, students explore advanced and challenging mathematical concepts involving Algebra. They perform operations with surds, indices and logarithms. They also represent exponential and polynomial functions numerically, graphically and algebraically. Students use a Computer Algebra system to support their skill development and apply their skills to model and solve practical situations.

### Assessment Tasks

- Written Tests
- Mathematical Activities
- Summary Notes

**Pathways beyond Year 10 include but are not limited to:**

- VCE Mathematical Methods
- VCE Specialist Mathematics

# PE & Health

## Health & Human Development (PEHH)

In this subject, students look at multiple dimensions of health and wellbeing, and the indicators used to measure and evaluate health status. They investigate risk and protective factors associated with the dangers of alcohol and other harmful drugs. Students

will understand both energy and nutrition requirements for healthy living and analyse their own eating habits and propose strategies for improvement. An understanding of the qualities essential to positive, affirming and effective relationships as well as the implications of beginning more intimate relationships will also be examined. This is a theory focused subject.

### Assessment Tasks

- Data analysis
- Assessment task
- Written test/s

**Pathways beyond Year 10 include but are not limited to:**

- VCE Health & Development

## Outdoor Education & Environmental Studies (PEOE)

In this subject, students examine risk taking behaviour by assessing and managing risks through their practical participation in rock climbing and other outdoor recreational activities. Students will participate in a variety of camp specific activities in preparation for an overnight camp, focused on developing their camping and mountain bike riding skills. Students will develop an understanding of environmental conflict, environmental sustainability and explore the influences of their own and others perceptions of the outdoor environment. Students will analyse a range of understandings of the use of, and relationship to, outdoor environments by Indigenous Australians. Other practical activities may include team building/ leadership initiative activities, camp cooking, orienteering and bushwalking.

### Assessment Tasks

- Recreational Participation
- Teamwork/Leadership Skills
- Theory

There is no cost associated with this elective, however, camp, day excursions and activities will be made available during the semester. These will need to be paid on attendance.

**Pathways beyond Year 10 include but are not limited to:**

- VCE Outdoor and Environmental Studies

## Physical Education (PE10)

This subject is designed to allow you to be introduced to both the practical and theoretical components of Physical Education. In this subject, you examine the health benefits of regular participation in physical activity and explore the consequences on the dimensions of health from sedentary behaviour. You will investigate fitness components and participate in fitness testing and a range of training methods incorporating relevant training principles to improve health and skill-related fitness components. You will design, implement and evaluate personalised plans for improving or maintaining your own physical activity and fitness levels. Students will examine the key concepts of the skeletal and muscular system and explore the three energy systems. Students will examine how movement occurs from both a musculoskeletal and biomechanical perspective.

### Assessment Tasks

- Movement Analysis
- Laboratory tasks
- Training Program

**Pathways beyond Year 10 include but are not limited to:**

- Physical Education

### What else do I need to know?

Excursions to support learning may be organised and may incur a cost. Participation in practical sessions is compulsory.

# Science

## Biomedical Science (SCBS)

This unit will cover cells and microscopy, cell membrane, chemistry of cells and biomacromolecules. Students investigate a range of body systems, such as the nervous and skeletal systems, and apply their knowledge to disease case studies. The immune system and cell damage will be explored, with a focus on the use of Biomedical Technology to help the body overcome disease.

### Assessment Tasks

- Written report
- Practical reports
- Written test
- Exam

**Pathways beyond Year 10 include but are not limited to:**

- VCE Biology
- VCE/VET Laboratory Skills

## Psychology (SCPY)

Year 10 Psychology aims to explore some of the most influential ideas in the science of Psychology, uncover occupational applications of Psychology, and prepare students for VCE Psychology. Students will be introduced to the key structures and functions of the brain, Mental Illness, Sleep, Social Psychology and Positive Psychology. Students develop Research Method skills, conduct and critique psychological experiments where findings of the studies are reported on according to professional standards.

### Assessment Tasks

- Written report
- Written test

**Pathways beyond Year 10 include but are not limited to:**

- VCE Psychology

## Science Investigations

This course is designed for students that have accelerated in science and already completed Year 10 Science in Year 9 (SEAL and STEM Science). However, this course is open to any student interested in developing their science skills, especially for pathways that include VCE science courses.

This course will run for one semester like a regular Year 10 elective. This course is designed to prepare students for excellence in VCE sciences. The focus will be on developing key scientific skills (practical and methodological) and extending understanding of science beyond the curriculum. Students will develop practical and laboratory skills by learning about various laboratory equipment and techniques. Alongside practicing skills, extension of key concepts for chemistry and physics will be explored. Students will then apply their theoretical understanding to conduct individual inquiries to develop their methodology.

### Assessment Tasks

- Written reports
- Practical poster
- Written tests

**Pathways beyond Year 10 include but are not limited to:**

- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Environmental Science
- VCE/VET Laboratory Skills
- VCE Psychology

# Technology

## Materials: Product Design (TMPD)

In this elective, you investigate and follow the design process in response to a specific design problem. You use research and communication skills to respond to the needs of a design brief and generate a variety of design options using freehand and technical drawing skills. You will learn about a variety of manufacturing processes and techniques and develop the ability to safely use a limited range of tools and portable and fixed machinery. To broaden your knowledge and understanding of design, you also investigate the influence of product design and technology on both historical and contemporary society as well as the properties materials, their functional properties and uses.

### Assessment Tasks

- Design folio including a finished product
- Practical projects
- Tests
- Written report / presentation(s)

**Pathways beyond Year 10 include but are not limited to:**

- VCE Technology: Product Design & Technology
- VET Building & Construction

### Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. Subjects within this area require that students observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.

## Materials: Fashion (TMFA)

In this elective, you work through the design process to develop an understanding of the design process. You will explore a variety of investigation techniques and discover how to apply this information to the design process and how to implement ideas from research into your own designs. You develop fashion drawing, illustration skills and presentation techniques used to visually communicate ideas through the creation of a portfolio. You learn how to develop a range of production and construction skills including creative techniques relating to fabric embellishment as you apply design ideas to the production of a garment or product. You learn how to evaluate your work to establish the importance of reflecting and striving to achieve improvements in the products you create.

### Assessment Tasks

- Design folio including a finished product
- Practical projects
- Tests
- Written report / presentation(s)

**Pathways beyond Year 10 include but are not limited to:**

- VCE Technology: Product Design & Technology Textiles and Fashion
- VET Applied Fashion Design and Technology

### Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. Subjects within this area require that students observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.

# Technology *(Continued)*

## Systems Engineering - Electro-technology & Mechanical Design (TMEM)

In this elective, you investigate and follow the design process in response to a specific design problem. You use research and communication skills to respond to a set of design specifications and generate a variety of design options using freehand and technical drawing skills. You will learn about a variety of manufacturing processes and techniques and develop the ability to safely use a limited range of tools and portable and fixed machinery. To broaden your knowledge and understanding of design, you also investigate the influence of mechanical components, electrical systems and technology on both historical and contemporary society as well as the properties materials, their functional properties and uses.

### Assessment Tasks

- Design folio including a finished product
- Practical projects
- Tests
- Written report / presentation(s)

**Pathways beyond Year 10 include but are not limited to:**

- VCE Technology: Systems Engineering
- VCE Technology: Product Design & Technology Materials

### Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. Subjects within this area require that students observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.

## Computer Programming (TICP)

In this elective, you will use modern programming environments including, Python, and Visual Basic to design and build applications for specific purposes. You will learn how to solve problems using computational thinking skills, and explore the role of programmers in our society.

### Assessment Tasks

- Portfolio
- Research task
- Examination

**Pathways beyond Year 10 include but are not limited to:**

- VCE Computing, Informatics and Software Development

## Information Technology (TICT)

In this elective, you will focus on acquiring a greater understanding of how computer software, hardware and networks work. You will use a range of software including MS Office, Animate, MS Expression Web, HTML, and learn to code using the Python and/or Visual Basic Net programming languages. The emphasis is also on working in collaborative teams to analyse, design, develop and evaluate digital solutions.

### Assessment Tasks

- Portfolio
- Research task
- Examination

**Pathways beyond Year 10 include but are not limited to:**

- VCE Computing, Informatics and Software Development

## Urban Cuisine (TFUR)

In Urban Cuisine, students develop an understanding of food and kitchen safety and hygiene principles, the functional properties of food, and the role of key ingredients in cooking. They research the nutritional value of ingredients being used in dishes they cook through the completion of production plans and design tasks. Students learn practical kitchen skills by producing a variety of dishes to develop food preparation and an ability to read and follow a recipe. They investigate aspects of the impact of food production and consumption on the environment, analysing frozen and freshly cooked food. Addressing a design brief, students design and produce their own dish and evaluate its success/failure.

### Assessment Tasks

- Major investigation
- Production plans and self-evaluations
- Practical cooking
- Exam

**Pathways beyond Year 10 include but are not limited to:**

- VCE Food Studies

### Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. Subjects within this area require that students observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.

## Junior Chefs (TFJC)

In this elective, you will participate in practical productions to develop your knife handling skills and food presentation techniques. You learn about the design process and how it is used by professional chefs to produce dishes that offer nutritional value, and utilise the chemical properties and sensory characteristics of food. You are also provided with an opportunity to design your own practical dish to meet a design brief and evaluate it against specified design criteria.

### Assessment Tasks

- Graded practical cooking sessions
- Sensory evaluations
- Practical exams
- Written reports/presentations

**Pathways beyond Year 10 include but are not limited to:**

- VCE Food Studies

### Vocational Opportunities

Students studying a food elective can also elect to complete a variety of Hospitality courses (for an additional fee and subject to class numbers) including:

- Prepare and Serve Espresso Coffee Food Hygiene Course
- Use Hygienic Practices for Food Safety Responsible Service of Alcohol
- FSS Food Safety Supervisor Course

### Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. Subjects within this area require that students observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.



## Section 3

# VCE Year 11 & 12



## Introduction

Welcome to the senior years of study at Mill Park Secondary College. This handbook is a resource for students and their parents/guardians to support students in making program and course choices that will support them in.

The Senior Years learning environment has encouraged senior students to develop independence, self-confidence and responsibility for their own learning and behaviour.

The Senior Years Programs available at the College include:

- The Victorian Certificate of Education (VCE)
- The Victorian Certificate of Education (VCE VM) Vocational Major
- VCE/VET (Vocational Education and Training) units.

All students at Mill Park Secondary College beginning in 2023 will undertake either the VCE or VCE Vocational Major (VM). Vocational Education and Training (VET) subjects can be undertaken as part of a student's VCE program, and are a compulsory element of the Vocational Major program.

## Choosing a Suitable Program

When choosing a program, it is important to consider what you want to do after completing Year 12:

- If you would like to attend University or TAFE, a VCE program will be your best choice.
- If you want to go straight into the workforce or undertake an apprenticeship, a VCE(VM) program may be more suited to your pathway needs
- Identify your interests and strengths and link these with appropriate study/work/career choices
- Read the information on Pathways Suggestions to get ideas about how to select a VCE program that leaves your options open for University or TAFE
- Seek help from the Careers team regarding pre-requisite subjects you may need for university courses that interest you

When making choices about your program for next year, you should seek advice and information from others to help you to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

## Who can I ask for help?

- Pastoral Teacher
- Your Teachers
- Your Student Engagement Team
- MPSC Careers Team
- Your family

## MPSC Careers Team

### Kate Clinton

VCE Practice and Implementation Learning Specialist

### Jane Brown

Work Placement & Careers

### Wendy Gordon

Pathways Support

### Megan Fox

Work Experience & Pathways Support

## Information about the Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete their secondary education. It is recognised internationally, and provides pathways to employment as well as to further study at University or TAFE (Technical and Further Education). The VCE is usually completed in Years 11 and 12, but can be started in Year 10. Within the VCE, students can undertake subjects in Vocational Education and Training (VET).

To be awarded the VCE students must successfully complete a minimum 16 units over two years. Each study is broken into two semester-long units. Units 1 and 2 are normally undertaken in Year 11, whilst Units 3 and 4 are normally undertaken in Year 12. Units 3 and 4 must be taken in sequence. The 16 units must include at least three units from the English Group, two of which must be a Unit 3–4 sequence, and an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

## There are two levels of units within the VCE:

### UNITS 1 AND 2

These are usually taken in the first year of VCE in Year 11 but some students may take one or two in Year 10. Most students take both units in a study, but it is possible in year 11 (subject to timetabling constraints) to take only one unit of a particular study.

### UNITS 3 AND 4

These are more advanced, and are mostly taken in Year 12. Units 3 and 4 must be studied as a sequence - that is, if you take Unit 3 of any study, you must also take Unit 4. Scores from Unit 3 and 4 subjects from School Assessed Coursework (SAC) along with Victorian Curriculum and Assessment Authority (VCAA) Final Exams are used for calculating students' Australian Tertiary Admission Rank (ATAR).

## Summary of VCE minimum requirements:

Satisfactory completion of a minimum of 16 total units of which:

- Three units from the English group with two being a Unit 3-4 Sequence.
- Three other Sequences of Unit 3-4 (6 units).

To support students to meet the minimum requirements and achieve their best at Mill Park Secondary College:

- All VCE students in Year 11 must undertake six VCE subjects (12 units).
- In Year 12, all students must undertake five VCE subjects regardless of how many Unit 3 & 4 sequences they have already completed (10 units).

## Outcomes

Each unit has a set of requirements, referred to as outcomes, that are clearly set out in a subjects Study Design. All students are required to reach a satisfactory standard (S) for all outcomes. The Study Designs for all subjects can be viewed on the VCAA website. School Assessed Coursework (SAC) is used to determine the coursework grade for a unit. Teachers use SACs to assess whether students have reached a satisfactory standard for the associated outcomes. All SACs are compulsory. School Assessed Tasks (SATs) are part of the assessment program for Unit 3 and 4 Technology and Arts subjects. These tasks are set over an extended period to assess a student's level of achievement. Students must attempt all parts of each SAT.

## Completing a Language Other Than English subject through Victorian School of Languages:

Some students may wish to study a Language (other than English) subject through the Victorian School of Languages (VSL). Students choosing to do one of these language courses from VSL are encouraged to consult with the school. Students taking an extra VCE subject outside of the college may be approved to take a reduced course load at MPSC.

## Attendance

All VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time (90%) to complete work. Evidence of the completion of work will be in the form of a record of the work completed in class and for homework, as well as the satisfactory completion of Assessment Tasks.

## General VCE Information

### Study Scores

The study score is a score (maximum of 50) which shows how a student has performed in Units 3 and 4 of a VCE or scored VET study, relative to other students doing the same study in Victoria. It is calculated using the scores achieved in each of the graded assessments for that study, combined with an external examination grade.

### Exams

The College's policy is that all students who are enrolled in the VCE will present for, and attempt, all exams for subjects they are enrolled in. School uniform must be worn during the exam period. There is an examination period at the end of Unit 2 and Unit 4.

## Australian Tertiary Admission Rank (ATAR)

Once the VCE has been successfully completed, an Australian Tertiary Admission Rank (ATAR) will be calculated from the student's study scores. This overall ranking is on a scale of from zero to 99.95. For an ATAR to be calculated, both Units 3 and 4 of an English subject must be satisfactorily completed. A study score for a particular study will only be calculated when both Units 3 and 4 have been satisfactorily completed for that study. The four best Units 3 and 4 results (one which must be an English subject) are used as the basis of the ATAR; a bonus of 10% is given for each of the fifth or sixth Unit 3 and 4 sequences or up to a mark of 5.0 for a University Extension Unit. The ATAR score is used by Universities and TAFE institutions to select students for courses.

## VCE Vocational Major (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, become lifelong learners and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills (WRS) units
- 2 VCE VM Personal Development Skills (PDS) units, and
- 2 VET credits at Certificate II level or above (180 nominal hours).

There must also be a minimum of 3 Unit 3-4 subjects as well as Literacy/ English as part of their year 12 program.

Students will also be able to do Structured Workplace learning on a negotiated basis, which they can receive learning recognition for.

Students can also include other VCE studies and VET studies depending on their timetable.

This is an example of what the VM program could look like.

Year 11	Year 12
Literacy or English	Literacy or English
Numeracy or Mathematics	VET
VET	WRS or VCE Subject
PDS or VCE subject	PDS
WRS Unit 1 (Term 1)/ Work Placement Semester 2	Work Placement / Integrated Projects @ school
WRS Unit 2 (Term 2)/ Work Placement Semester 2	

There will be a separate application process for all students wanting to do VCE Vocational Major in year 11 for 2023.

## General Achievement Test (GAT)

The GAT is a test of general knowledge and skills in reading, writing, communication, mathematics, science and technology, humanities, the arts and social sciences. All students doing a Unit 3/4 sequence will sit GAT section A and those doing standard VCE will sit section B. For VCE student's results from this test can be compared with the SAC and SAT results. The correlation between these results will determine whether or not the SATs will be externally assessed and may also be used to aid statistical moderation of all SAC results. In cases where a student has applied for special consideration in an external examination, and a derived score needs to be calculated, the GAT results will be used. Students will receive a separate GAT results report issued by the Victorian Curriculum Assessment Authority (VCAA) at the end of the year. All students are required to remain in the examination room for the duration of the GAT.



## Vocational Education and Training (VET) Courses

Students in Years 10, 11 and 12 may choose to complete a Vocational Education and Training (VET) subject as part of their VCE or VCE(VM) program.

This means that students undertake training in a specific vocational area, and as part of this training students complete a work placement (or experience a simulated work environment) that provides them with an opportunity to put their knowledge and skills into practice. This training will contribute towards a satisfactory completion of the VCE and/or VCE(VM) certificate, credit towards their ATAR, and a nationally recognised vocational qualification.

A VET vocational qualification will provide access to further training and may improve the chances of gaining employment when students leave school.

## In School Delivery at Mill Park Secondary College (Internal VET)

Mill Park Secondary College delivers a number of VET subjects on site. The College is accredited by a Registered Training Organisation (RTO), to provide the following VET subjects. Some of these subjects may run on a Wednesday afternoon and include students from other schools in our VET cluster:

VET Course	Page
VET Dance	40
VET Music Industry: Sound Production	52
VET Applied Fashion, Design & Technology	56
VET Sport & Recreation	106
VET Community Services	108
VET Laboratory Skills	120
VET Construction Pathways (Year 12 only)	130

These programs are in the form of two full-year units. Depending on student numbers not all programs may run in any given year, however, when this occurs students may have the opportunity to undertake these programs externally.

## External VET Studies

In addition to studies offered at Mill Park Secondary College, students have access to a wider range of VET studies through the Northern Melbourne VET Cluster. In this type of program, students undertake the majority of their program at Mill Park Secondary College, completing their VCE or VCE(VM) units, and either a partial or full day per week at the designated TAFE campus or other secondary provider, completing their VET modules.

The full list of VET courses offered by organisations in the Northern Melbourne VET Cluster are published at the time of subject selection each year. This is a separate handbook and can be picked up from the Study Centre or found online via the school website.

Undertaking an external VET study means that students will sometimes miss timetabled classes at Mill Park Secondary College. This requires them to be organised and capable of maintaining their studies successfully and prepared to work in a flexible way. Depending on the specific VET course that a student undertakes they may be eligible to study a reduced program at their home school to allow for adequate time to complete their studies. Decisions regarding students' programs will be made on a case-by-case basis in conjunction with the student, their family, and the advice of the careers team, with final approval made by the Senior Campus Principal.

**Students who choose an externally delivered VET program as part of their VCE or VCE(VM) must:**

### Year 11 Students:

- Attend the Senior Campus Course Information Evening
- See the Careers Team for counselling on options for VET subjects.
- Return the application form given to them in a timely manner to the Study Centre
- Complete their Subject Selection Form online.

### Year 10 Students:

- Attend the Senior Campus Course Information Evening
- See the Middle Years Careers Team for information and counselling on options for VET subjects.
- Follow the Enhancement Approval Process and submit the form to the General Office (This includes obtaining recommendations of support from your Year Level Coordinator and English Teacher)
- Complete their Subject Selection Form online.

Students should note that there is no guarantee of acceptance into an externally delivered program and places may not be allocated until late November. For this reason it is important that back-up subjects are carefully chosen and clearly selected when doing Subject Selection



## VCE Overview of Courses Offered

Arts	Unit 1 & 2	Unit 3 & 4
Art Making Exhibiting	▲	▲
VCE Dance	▲	▲
VET Dance	▲	▲
Drama	▲	▲
Media	▲	▲
Music	▲	
Music Contemporary and Performance		▲
Music Repertoire Performance		▲
VET Music Industry: Sound Production	▲	▲
Product Design and Technology: Textiles & Fashion	▲	▲
VET Applied Fashion Design and Technology	▲	▲
Theatre Studies	▲	▲
Visual Communication Design	▲	▲
English	Unit 1 & 2	Unit 3 & 4
English	▲	▲
English as An Additional Language (EAL)	▲	▲
English Language	▲	▲
Literature	▲	▲
Humanities	Unit 1 & 2	Unit 3 & 4
Accounting	▲	▲
Australian and Global Politics	▲	
Global Politics		▲
Business Management	▲	▲
Economics	▲	▲

Extended Investigation	▲	▲
Geography	▲	▲
History: Ancient History	▲	▲
History: Modern	▲	
Legal Studies	▲	▲
Philosophy	▲	▲
Languages	Unit 1 & 2	Unit 3 & 4
Italian	▲	▲
Chinese First Language	▲	▲
Mathematics	Unit 1 & 2	Unit 3 & 4
General Mathematics	▲	▲
Mathematical Methods (CAS)	▲	▲
Specialist Mathematics	▲	▲
Physical Education	Unit 1 & 2	Unit 3 & 4
Health and Human Development	▲	▲
Outdoor and Environmental Studies	▲	▲
Physical Education	▲	▲
VET Sport and Recreation	▲	▲
VET Community Services	▲	
Science	Unit 1 & 2	Unit 3 & 4
Biology	▲	▲
Chemistry	▲	▲
Environmental Science	▲	▲
Physics	▲	▲
Psychology	▲	▲
VET Laboratory Skills	▲	▲

Technology	Unit 1 & 2	Unit 3 & 4
Applied Computing	▲	
Software Development		▲
Food Studies	▲	▲
Product Design and Technology Materials	▲	▲
Systems Engineering	▲	▲
VET Construction Pathways		▲

## Advice for Subject Selection

Who should I speak to for advice on particular subjects or areas?

- You will be given the chance to talk to your Home Group teacher, Careers Advisors, and subject teachers.
- The Learning Area Leaders will be available during our Careers Expo if you'd like to discuss the details of subjects further. Their names, contact details and images are available on the following page. You may also email them with any questions at any time.
- You will have until early Term 3 to submit your choices, so you have lots of time to talk to your subject teachers.

## Arts

Gina Palamara

Gina.Palamara@education.vic.gov.au



## English

Andrew Self

Andrew.Self@education.vic.gov.au



## Humanities

Liam McNaughton

Liam.McNaughton@education.vic.gov.au



## Languages

Renee Colbey

Renee.Colbey@education.vic.gov.au



## Mathematics &amp; Technology

Michael Collett

Michael.Collett@education.vic.gov.au



## Physical Education

David Maltby

David.Maltby@education.vic.gov.au



## Science &amp; Technology

Mairead Scanlon

Mairead.Scanlon@education.vic.gov.au



## Senior Campus Principal

Richard Dungey

Richard.Dungey@education.vic.gov.au



## Senior Campus Assistant Principal

Peter Tonis

Peter.Tonis@education.vic.gov.au



Acknowledgment: information on the following VCE Study Designs is based on VCAA documents. A full list of all VCE studies available in Victoria can be found on the VCAA website

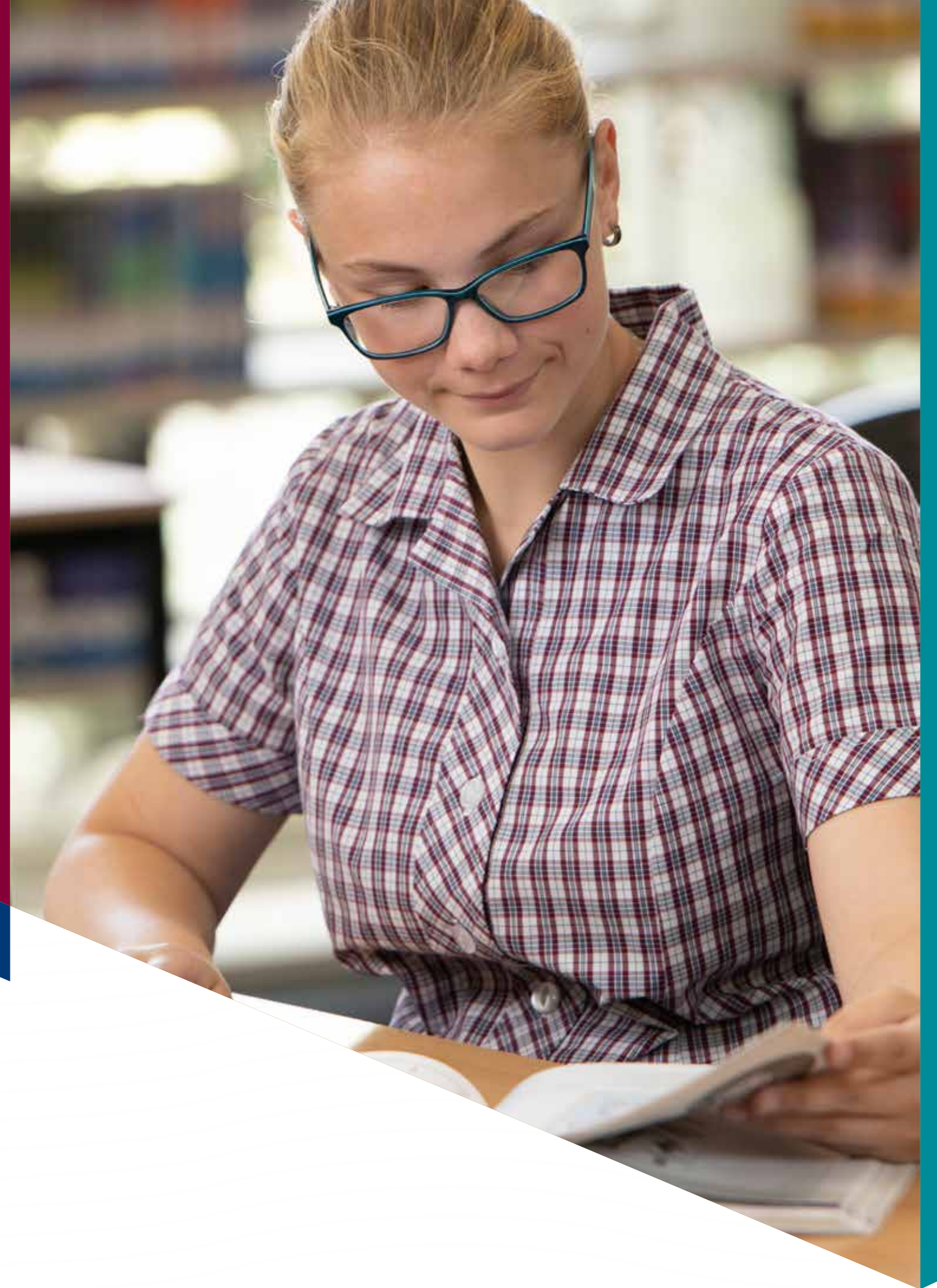
<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Section 4

# VCE Subjects Offered

VCE

34



35



ART MAKING & EXHIBITING - ART  
ART MAKING & EXHIBITING - PHOTOGRAPHY

Art Making & Exhibiting will be offered in two streams of Art and Photography. Students cannot undertake both Art Making & Exhibiting - Art and Art Making & Exhibiting - Photography as they are two different streams of the same subject.

Units 1 and 2

Subject Overview

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students develop an understanding of the use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. Students produce a folio, as well as visiting and viewing exhibitions and encourages them to respond to artworks and develop their own ideas in their own art making. The art forms can include painting, drawing, printmaking, ceramics, and digital artworks.

UNIT 1 - Explore, Expand and Investigate

Students focus on exploring materials, techniques and processes in a range of art forms. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. They explore the different ways artists use materials, techniques and processes to stimulates ideas and creative thinking to develop their own artworks. Their exploration and experimentation is documented in both visual and written form in a Visual Arts folio and finished artworks. Students also develop an understanding about Australian artists, including Aboriginal or Torres Strait Islander artists.

UNIT 2 - Understand, Develop and Resolve

Students research how artworks are made by investigating how artists present ideas in artworks and communicate meaning. They respond to a set theme and develop their own ideas. Students also investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork and can be combined to convey different emotions and expression in their own and others' artworks. They develop an understanding of how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed.

What knowledge and skills will I build?

- Development and documentation of ideas, art styles
- Creative process of creating artwork
- Creative and critical thinking
- Analytical skills - Historical/contextual understanding of artwork
- Knowledge of materials and techniques
- Knowledge of roles associated with exhibition planning

How will I be assessed?

Assessment for this subject includes a Visual Diary, finished artworks and written Assessment Tasks.

Which subjects from Year 10 does this follow on from?

Painting & Drawing, Ceramics & Sculpture, Architecture & Interior Design, Graphic Design and Media.

What else do I need to know?

VCE Art Making and Exhibiting ideal for students with an interest in creative art making, art history, exhibitions and conservation practices.

ART MAKING & EXHIBITING - ART  
ART MAKING & EXHIBITING - PHOTOGRAPHY

Art Making & Exhibiting will be offered in two streams of Art and Photography. Students cannot undertake both Art Making & Exhibiting - Art and Art Making & Exhibiting - Photography as they are two different streams of the same subject.

Unit 3

Students explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students document their experimentation with the selected influences, materials, techniques and processes and create artworks reflecting their own ideas and their developing style.

Students develop an understanding of exhibition spaces to provide a source of inspiration and influence for the artworks they make. They also research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Unit 4

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve their artworks. They also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Students research the presentation of artworks in exhibitions, selection, conservation and care of artworks for display and the planning of exhibitions. This also involves both written and visual research to make connections with specific artists and artwork.

What knowledge and skills will I build?

- Development and documentation of ideas, art styles
- Creative process of creating artwork
- Creative and critical thinking
- Analytical skills - Historical/contextual understanding of artwork
- Knowledge of materials and techniques
- Knowledge of the presentation and the conservation of artworks in exhibitions.

How will I be assessed?

- School assessed Folio
- School assessed artworks
- School assessed written tasks
- Coursework
- End of year exam

What types of further study or careers could this subject lead on to?

Artist	Teacher/Lecturer
Photographer	Interior Designer
Art Conservator	Exhibition Designer
Art Critic	Lighting Designer
Art Restorer	Jeweller
Art Historian	Gallery Director
Animator	Illustrator
Illustrator/Cartoonist	Printmaker
Creative Arts/Cultural Industries	Online Content Creator
Costume Designer	Sculptor
Art Curator	Set Designer
Fashion Designer	

What else do I need to know?

VCE Art Making and Exhibiting ideal for students with an interest in creative art making, art history, exhibitions and conservation practices.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>



DANCE

DANCE

Units 1 and 2

Subject Overview

VCE Dance develops students' physical skills, personal movement vocabulary, and application of choreographic and analytical principles.

UNIT 1

Explore the potential of the body as an instrument of expression. Learn about and develop physical skills to improve your dancing. Discover the diversity of expressive movement by exploring movement categories, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is explored through regular dance technique training in a variety of styles.

UNIT 2

Expand your personal movement vocabulary and choreographic skill through the exploration of the elements of movement: time, space and energy and the study of form. Create your own work that communicates themes and ideas to an audience. Research dance traditions, styles and works. Analyse and discuss the communication of your own and other choreographers' intentions in dance works.

What knowledge and skills will I build?

- Ability to identify, document and analyse expressive use of the body to communicate intention through dance
- Improvisation skills to explore your personal movement vocabulary
- Understand aspects of physiology
- Physical skills through ongoing and systematic dance training.

How will I be assessed?

- Written reports
- Dance Analysis
- Solo and Group Dance Performances
- Structured Improvisations.

Which subjects from Year 10 does this follow on from?

Drama & Theatre, Dance Styles & Choreography.

What else do I need to know?

Students are encouraged to engage with physical training outside the classroom.

Unit 3 and 4

Subject Overview

Unit 3 & 4 builds upon the skills and knowledge explored in unit's 1 & 2 and extends students' capacity to become dancers, choreographers and critics.

UNIT 3

This unit focuses on choreography, rehearsal and performance of a skills based solo dance work and involves the execution of a diverse range of movement categories and use of performance skills. You will also learn a group dance work created by another choreographer and analyse famous solo dance works.

UNIT 4

This unit focuses on choreography, rehearsal and performance of a cohesive composition solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of the elements of movement and artistry in performance. Students also analyse famous group dance works.

What knowledge and skills will I build?

- Understanding and practice of dance design
- Performance and pre-performance practices
- Cultural influences on famous choreographers
- How dance communicates your own and other artists' intentions.

How will I be assessed?

- Dance analysis and own choreography solo performance.
- Performance Examination
- Theory Examination

What types of further study or careers could this subject lead on to?

Dancer	Arts Administrator
Choreographer	Teacher
Film/Stage/TV Performer or Director	

What else do I need to know?

You must take an English subject in both Years 11 and 12. This can be English, English as an Additional Language or Literature or a combination.



VET DANCE - CERTIFICATE II IN DANCE

Subject Overview

This program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment
- Prospects in the live performance industry
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Some of the areas covered in this certificate are:

DANCE UNITS 1 & 2 (VDA1 / VDA2)

In Units 1 & 2, students:

- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance
- Prepare for live performances
- Perform basic lyrical dance techniques
- Perform basic jazz dance technique
- Perform basic contemporary dance technique
- Perform basic street dance technique
- Perform basic cultural dance technique

DANCE UNITS 3 & 4 (VDA3 / VDA4)

In Units 3 & 4, students:

- Incorporate artistic expression into basic dance performances
- Develop performance techniques
- Develop and apply creative arts industry knowledge
- Develop audition techniques
- Increase depth of jazz technique
- Increase depth of contemporary dance technique
- Increase depth of street dance technique
- Increase depth of cultural dance technique
- Increase depth of lyrical dance techniques

What knowledge and skills will I build?

- Technical Dance Skills
- Creative Arts Industry knowledge
- Memory retention
- Performance Skills
- Artistry & Creativity
- Flexibility
- Strength & Stamina
- Teamwork & Collaborative Skills
- Persistence & Cooperation.

How will I be assessed?

- Practical technique classes
- Solo and Ensemble performances
- Written Tasks & Booklets
- Observation Checklists.

What types of further study or careers could this subject lead on to?

Dancer	Performer or Director
Choreographer	Arts Administrator
Film/Stage/TV	Teacher

What else do I need to know?

Students should have a basic understanding of safe dance practices including wearing comfortable non-restrictive clothing and appropriate footwear for practical dance classes.

Successful completion of this course awards the student a Certificate II in Dance.

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/dance.aspx>



DRAMA

DRAMA

Units 1 and 2

Subject Overview

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. Students create devised solo and ensemble works and develop their analysis skills. They attend a live performance and use this to explore the performance and expressive skills in their own performance making.

UNIT 1 - Explore, Expand and Investigate

Students begin their exploration of dramatic storytelling through a series of exciting performance style workshops focusing on the essential performance skills, expressive skills, conventions and production areas. They devise and present an ensemble performance based on a stimulus. They analyse their own performance as well as a professional performance.

UNIT 2 - Understand, Develop and Resolve

Students study aspects of Australian identity evident in contemporary drama practice. They focus 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. Students analyse the work of a professional drama performance.

What knowledge and skills will I build?

- Expressive & Performance Skills
- Written Analysis
- Drama Terminology
- Characterisation and Techniques.

How will I be assessed?

This subject focuses on both performance and analysis.

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing Professional Drama Performance.

Which subjects from Year 10 does this follow on from?

Drama & Theatre, Dance Styles & Choreography.

What else do I need to know?

Students will travel to a theatre to watch a professional performance.

Students will be given opportunities to extend their acting passions in extracurricular performances.

Units 3 and 4

Subject Overview

Students develop and present a devised ensemble performance in response to a stimulus. They explore the work of a range of different drama practitioners working in selected performance styles to explore how dramatic work is created. They apply their performance and expressive skills to create dramatic works that are rich in meaning and perform to an audience.

UNIT 3

Students devise and present and ensemble performance based on a specific performance focus. They use conventions specific to eclectic performance styles. Students analyse the playmaking techniques in a written task as well as analyse a professional performance.

UNIT 4

Students develop and present a devised on VCAA solo character stimulus. Students travel to an external exam to perform their solo. 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.

What knowledge and skills will I build?

- Performance and expressing skills
- Analysis and evaluation
- Drama terminology
- Production areas
- Performance styles
- Application of symbol

How will I be assessed?

This subject focuses on both performance and analysis.

- Devising and presenting ensemble performance
- Analysing devised ensemble performance
- Analysing Professional Drama Performance.

What types of further study or careers could this subject lead on to?

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

Some career pathways are:

Performing Arts	Theatre Director
Drama Teacher	Stage Manager
Director	Producer
Event Planner	Writer/Journalist

What else do I need to know?

Students will travel to a theatre to watch a professional performance

Students will be given opportunities to extend their acting passions in extracurricular performances.





MEDIA

MEDIA

Units 1 and 2

Subject Overview

Media is ubiquitous in today’s world. Embedded in life and culture, media entertains, teaches and shapes audience perceptions, and the worlds in which they live. Representation of ideas, realities and imagination are constructed and deconstructed, remixed and reimaged with increasing technological sophistication. In VCE Media, students examine how and why the media both constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products. A significant component of this subject is practical - students have the opportunity to develop, design and produce their own media products, in a range of different forms, including film, video games and digital media publications.

UNIT 1 - Media Forms, Representations and Australian Stories

Students analyse how representations, narrative and media codes and conventions contribute to the construction of media. They explore the reciprocal influence of media on Australian culture and gain an understanding of the power of audiences. Students learn how to tell their own stories through a range of media forms.

UNIT 2 - Narrative Across Media Forms

Students further develop their understanding of narrative in media forms. They analyse the influence of developments in media technologies on individuals and society. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

What knowledge and skills will I build?

- Analytical Skills
- Critical and Creative Thinking
- Practical Knowledge of Digital Applications.

How will I be assessed?

Assessment for this subject includes essays, research projects and practical tasks documented in a folio.

Which subjects from Year 10 does this follow on from?

Media-Film/Animation Design, Music and English.

Units 3 and 4

Subject Overview

In VCE Media, students learn to analyse and critique media texts and messages in all their forms. Through in depth case-studies and text analysis, students explore how narratives and stories have shaped, and continue to influence, our society. Students analyse the complex issues surrounding media regulation, ownership and agency. A significant component of this subject is practical - students plan, design and create their own media productions, choosing from a range of contemporary disciplines including film, animation, and video game design.

UNIT 3 - Media Narratives And Pre-Production

Students explore how media narratives shape society and/or are influenced by the social, cultural, ideological and institutional contexts of the time. They choose two media texts to analyse in detail. Students also undertake pre-production processes and develop written and visual documentation to support the production and post-production of a media product.

UNIT 4 - Media Production And Issues In The Media

Students complete the production stage of their major media project. In collaboration with their peers, students work towards the realisation of their artistic and creative vision. They also consider the controversial and extremely timely question of media influence and agency through a series of case studies and research projects. Students analyse the capacity of the media to be used by governments, institutions and audiences as an instrument of control.

What knowledge and skills will I build?

- Critical and Creative thinking
- Film production, Game design/animation
- Content creation
- Media literacy
- Digital literacy

How will I be assessed?

- VCE end of year exam
- School assessed task (major media project)
- School assessed content.

What types of further study or careers could this subject lead on to?

Journalism	Lighting
Publishing	Videography
Film & Television	Game Design
Acting	Animation
Online content creation	Post-production

What else do I need to know?

Media Studies is ideal for students with an interest in developing film and animations skills.

Equipment needed: (SD cards and external HDD) Adobe suite will be provided by the school.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Media/Pages/Index.aspx>



MUSIC

MUSIC

Units 1 and 2

Subject Overview

VCE Music Units 1 & 2 is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of music as listeners, performers, creators and music makers. Students explore, reflect on, and respond to the music they listen to, create and perform. Students analyse and evaluate live and recorded performances, and learn to incorporate and interpret musical practices from diverse cultures, times and locations. The knowledge and skills of this course provides a practical foundation for students to perform, compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

UNIT 1

Students explore and develop their understanding of how music is organised through performing, creating, analysing and responding to a variety of musical works. They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding. Students create (arrange, compose or improvise) short musical exercises to develop an understanding of the organisation of music. This includes the appropriate methods of recording and preserving their music, reflecting on their creative organisation processes and the use of musical elements and compositional devices. Students also develop knowledge of musical language concepts and respond to a range of music, with a focus on the ways music creators treat elements of music and use compositional devices to create works that communicate their ideas. They develop their auditory discrimination and memory skills and recreate music language concepts such as: chords, scales and melodic and rhythmic patterns.

UNIT 2

Students focus on the way music can be used to create an intended effect. By performing, analysing and responding to musical works/examples that create different effects. Students prepare and perform ensemble and solo musical works demonstrating effect and further developing technical control, expression and stylistic understanding using their chosen instrument/sound source. Students create (arrange, compose or improvise) short musical exercises that reflect their understanding of how music can be used to create an intended effect. Students analyse and respond to a wide range of music, becoming familiar with the ways in which music creators treat the elements and concepts of music and their use of compositional devices to create works that communicate their ideas.

What knowledge and skills will I build?

- Instrumental skills on one or more instruments
- Performance Skills in solo and group contexts
- Analysis of Music
- Understanding of Music Theory and Common Musical Language
- Aural skills including Identification & Transcription
- Skills in Composition, Improvisation & re-creating of existing music

How will I be assessed?

- **Performance:** Group & Solo instrumental SAC performance(s); Technical Development Demonstration; Performance and Interpretive Decision Evaluations
- **Creating Music:** Creative Folio of short original works and reimagined music; Documentation of creative process
- **Analysing & Responding:** Variety of Tasks including Notating Music, Theory, Aural & Analysis Tasks; SAC and Exam

What types of further study or careers could this subject lead on to?

Courses

- Music Performance Contemporary or Repertoire, Music Inquiry Units 3 & 4.
- Certificate, Diploma or Bachelor in Music, ARTS, Creative Arts, Sound production, Education, Music Therapy and Events Management.

Careers

- Teacher
- Composer
- Musician
- Sound Engineer / Sound Production
- Film & Media
- Arts / Humanities / Law
- Theatre Arts
- Music Therapist

What else do I need to know?

Attendance at Instrumental lessons is strongly recommended. Students must have access to a musical instrument and/or sound source for home based practice. Students will select their musical repertoire with guidance from Classroom and Instrumental teachers.

For further details, please read the VCAA Study Design (Link to VCAA Study Design)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx>





MUSIC CONTEMPORARY PERFORMANCE

Units 3 and 4

Subject Overview

Music Contemporary Performance Units 3 and 4 offers pathways for students whose performance practice relies primarily on embellishment, improvisation, collaborative and/or aural practices, learning from recordings, and developing a personal interpretation. Students present a performance program in a live setting with any instrument or combination of instruments with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B. Students perform regularly in a variety of solo and group contexts and settings. Students study the work of other performers and analyse their approaches to interpretation and reimagine existing music works. Students identify technical, expressive and stylistic challenges relevant to the works they are preparing. Students listen and respond to a wide range of music in contemporary styles and study music language and theory concepts including melody and harmony, rhythmic organisation, identifying and transcribing short examples and appropriate documentation conventions.

UNIT 3

In Unit 3 students begin developing their performance program. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts, compositional devices and musical language. Students also learn how to recognise and recreate musical language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

UNIT 4

In Unit 4 students continue to work towards building a performance program they will present at their end-of-year examination. Students continue to study the work of other performers and their own approaches to interpretation. They refine strategies to optimise their performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing. Students listen and respond to a range of recorded music by a variety of performers in contemporary styles and study music language concepts.

MUSIC CONTEMPORARY PERFORMANCE

What knowledge and skills will I build?

- Instrumental skills on one or more instruments
- Performance Skills in solo and group contexts
- Analysis of Music
- Understanding of Music Theory and Common Music Language
- Aural skills including Identification & Transcription
- Skills in Composition, Improvisation & re-creating/reimagining of existing music

How will I be assessed?

Assessment Tasks / SAC's

- **Performance:** Group & Solo instrumental recital/performance(s) and Performance/ Interpretive Decision Evaluations
- **Analysing for Performance:** Demonstration of and discussion about Performance Techniques and reimagining an existing work
- **Responding:** Theory, Aural, Notation, Recreation and Analysis of short music examples
- **Exam:** External Performance Exam plus Written Exam

Music Repertoire Performance

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- Unit 4 Performance examination: 50%
- End-of-year aural and written examination: 20%

What types of further study or careers could this subject lead on to?

Courses

- Certificate, Diploma or Bachelor in Music, ARTS, Creative Arts, Sound production, Education, Music Therapy and Events Management.

Careers

- Teacher
- Composer
- Musician
- Sound Engineer / Sound Production
- Film & Media
- Arts / Humanities / Law
- Theatre Arts
- Music Therapist

What else do I need to know?

Previous experience in learning an instrument/s is essential before commencing this study. It is strongly recommend that students attend weekly Instrumental Music lessons either privately or through the College. Students must have access to musical instruments for home based practice.

Students must select their musical repertoire with guidance from Classroom and Instrumental teachers in conjunction with VCAA published repertoire lists and performance examination specifications.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx>



MUSIC REPERTOIRE PERFORMANCE

Units 3 and 4

Subject Overview

Music Repertoire Performance Units 3 and 4 is designed for students whose musical interests are grounded in the performance of notated musical works. Students work towards a recital program that demonstrates technical and stylistic refinement as both a soloist and an ensemble member. Students may present on any instrument for which there is an established repertoire of notated works. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese). They critically evaluate performances and discuss their performance decisions. Students identify technical, expressive and stylistic challenges relevant to works they are preparing. They listen and respond to a wide range of music by a variety of performers and study music language and theory concepts.

UNIT 3

In Unit 3 students begin developing a performance program. This preparation includes consideration of the historical performance practices and interpretative traditions. Students use music analysis skills to refine technical, expressive and stylistic challenges relevant to the works they are preparing, and present a program of strategies to meet challenges. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythm.

UNIT 4

In Unit 4 students continue to develop a performance program for their end-of-year examination. This preparation includes consideration of the historical performance practices, interpretative traditions and musical analysis, to refine strategies for preparing their final recital. Students present strategies to meet technical, expressive and stylistic challenges relevant to the works they are preparing. Students continue to analyse interpretation in music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythm.

MUSIC REPERTOIRE PERFORMANCE

What knowledge and skills will I build?

- Instrumental skills on one or more instruments
- Performance Skills in solo and group contexts
- Analysis of Music
- Understanding of Music Theory and Common Musical Language
- Aural skills including Identification & Transcription
- Skills in Composition, Improvisation & re-creating of existing music

How will I be assessed?

Assessment Tasks / SAC's

- **Performance:** Group & Solo instrumental live performances and documentation of Performance/Interpretive Decision Evaluations
- **Analysing for Performance:** Demonstration of and discussion about Performance Techniques and reimagining an existing work
- **Responding:** Theory, Aural, Notation, Recreation and Analysis of short music examples
- **Exam:** External Performance Exam plus Written Exam

Study Score calculation

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- Unit 4 Performance examination: 50%
- End-of-year aural and written examination: 20%

What types of further study or careers could this subject lead on to?

Courses

- Certificate, Diploma or Bachelor in Music, ARTS, Creative Arts, Sound production, Education, Music Therapy and Events Management.

Careers

- Teacher
- Composer
- Musician
- Sound Engineer / Sound Production
- Film & Media
- Arts / Humanities / Law
- Theatre Arts
- Music Therapist

What else do I need to know?

Previous experience in learning an instrument/s is essential before commencing this study. It is recommend that students attend weekly Instrumental Music lessons either privately or through the College. It is also recommended that students have access to musical instruments for home based practice.

Students must select their musical repertoire with guidance from Classroom and Instrumental teachers in conjunction with VCAA published repertoire lists and performance examination specifications.

For further details, please read the VCAA Study Design (Link to VCAA Study Design).

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx>

VET MUSIC INDUSTRY: SOUND PRODUCTION

Subject Overview

This program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the music and music related industries specializing in live sound management
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.
- Develop industry level skills using a DAW platform for multi layered live recordings.

Some of the areas covered in this certificate are:

UNITS 1 & 2

In Units 1 & 2, students:

- Work effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Follow OHS procedures
- Implement copyright arrangements
- Perform basic sound editing

UNITS 3 & 4

In Units 3 & 4, students:

- Provide sound reinforcement
- Record and mix basic music demo
- Apply a general knowledge of audio to work activities
- Select and manage microphone and other audio input sources
- Set up and disassemble audio equipment

What knowledge and skills will I build?

- Teamwork and task management
- Safe work skills
- Sound editing and recording
- Setup and maintain sound equipment.

How will I be assessed?

- Practical demonstration of skills
- Production of a recording
- Use appropriate equipment and mix a live performance
- Written reports and tests
- End of year VCAA Examination.

What types of further study or careers could this subject lead on to?

Audio technician      P.A. operator  
Sound recording

What else do I need to know?

This is NOT a music performance course; VCE Music Performance is the course for actually performing. The satisfactory completion of this course will earn the student a Certificate III in Music Industry - Sound Production (VET).

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/VCEVETMusicSoundProduction.aspx>



PRODUCT DESIGN AND TECHNOLOGY: TEXTILES AND FASHION

PRODUCT DESIGN AND TECHNOLOGY: TEXTILES AND FASHION

Unit 1 and 2

Subject Overview

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

UNIT 1

In Unit 1, students will focus on the analysis, modification and improvement of a product design and consider the materials used and their related sustainability issues. Students will gain an understanding of how resources and the abundance of waste require can be solved using sustainable product design thinking.

UNIT 2

In Unit 2, students will work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. Students will learn about and focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

What knowledge and skills will I build?

You will learn to implement design thinking processes and apply it to the development of products in a range of contexts. You will learn practical skills of working with a range of materials, prototyping, design and evaluation of products against a design brief.

How will I be assessed?

- Design folio
- Production work
- Multimedia presentation
- Short written reports and/or oral reports

Which subjects from Year 10 does this follow on from?

Product Design, Materials: Fashion.

What types of further study or careers could this subject lead on to?

Fashion Designer	Sewing Machinist
Pattern Maker	Stylist
Production Assistant	

What else do I need to know?

Students may need to source their own specialist materials depending on their designs

Unit 3 and 4

Subject Overview

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

UNIT 3

In Unit 3, students will investigate an end user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. Students will justify the choice of a preferred design option and develop a work plan, and commence production of the product which will be completed and evaluated in Unit 4.

UNIT 4

In Unit 4, students will continue to develop and manufacture the product you commenced in Unit 3 and record the production processes and modifications to the work plan and product. Students will evaluate the effectiveness and efficiency of techniques you used and the quality of your product with reference to evaluation criteria. Students will make judgments about possible improvements and then promote your work by highlighting the product's features to the client and/or end user.

What knowledge and skills will I build?

You will learn to implement design thinking processes and apply it to the development of products in a range of contexts. You will learn practical skills of working with a range of materials, prototyping, design and evaluation of products against a design brief.

How will I be assessed?

- Design folio
- Production work
- Multimedia presentation
- Short written reports and/or oral reports

What types of further study or careers could this subject lead on to?

Hospitality and food manufacturing industries.

What else do I need to know?

For further details, please read the VCAA Study Design <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>



VET APPLIED FASHION DESIGN & TECHNOLOGY

Subject Overview

This program aims to:

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

Some of the areas covered in this certificate are:

UNITS 1 & 2 (VFS1 / VCFS2)

In Units 1 & 2, students:

- Design and produce a simple garment
- Identify design process for fashion designers
- Use a sewing machine for fashion design
- Sew components
- Modify patterns to create basic styles
- Draw and interpret a basic sketch
- Work Safety OH&S
- Apply Quality Standards

UNITS 3 & 4 (VFS3 / VCFS4)

In Units 3 & 4, students:

- Identify fibres and fabrics
- Produce a simple textile fabric or product
- Prepare design concept for a simple garment
- Embellish garment by hand or machine
- Participate in environmentally sustainable work practices
- Make a simple headpiece
- Work in the Textiles, Clothing and Footwear (TCF) Industry

Subject Description

This qualification provides an introductory overview of skills that can be applied in the fashion industry. It includes skills in design and production of garments, millinery and the development of unique fashion and textile designs used in Indigenous Australian culture. This qualification is designed to be applied in a highly supervised context, such as VET delivered to secondary students, or other equivalent introduction to fashion industry environments. Pathways may include employment into roles such as production assistant, clothing technician, merchandising assistant.

Students must achieve fourteen units of competency to gain MST20616 Certificate II in Applied Fashion Design and Technology, including:

- Four core units of competency
- Ten elective units of competency

VET APPLIED FASHION DESIGN & TECHNOLOGY

What knowledge and skills will I build?

- Drawing and designing
- Sewing
- Safe work
- Creating and modifying garments.

How will I be assessed?

- Practical demonstration of skills
- Design folio.

What types of further study or careers could this subject lead on to?

Fashion designer      Stylist  
Pattern maker  
Production assistant  
Sewing Machinist

What else do I need to know?

The MST20616 VET Applied Fashion Design and Technology program is delivered in partnership with Ripponlea Institute.  
Successful completion of this course awards the student a Certificate II in Applied Fashion.  
For further details, please read the VCAA Study Design.  
<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/appliedfashion.aspx>



THEATRE STUDIES

THEATRE STUDIES

Units 1 and 2

UNIT 1

In Unit 1, students will study and interpret written scripts from the pre-modern era, applying both acting and other stagecraft to works written prior to the 1880s. They will develop knowledge of theatrical styles, as well as the work undertaken in the production of a script, including set design, lighting design, costume and sound. Students will also develop and refine both acting and stagecraft skills as they work towards presenting a performance to an audience.

UNIT 2

In Unit 2, students will study and interpret written scripts from the modern era, applying acting and stagecraft roles to works written after 1880. They will study theatrical styles, such as Naturalism, Expressionism and Absurdism, and looking at the way these performance styles have influenced the styles of today. Students will develop and refine both your acting and stagecraft skills as they interpret scripts for performance.

What knowledge and skills will I build?

- Expressive & Performance skills
- Written Analysis
- Drama terminology
- Characterisation and techniques

Which subjects from Year 10 does this follow on from?

Drama & Theatre, Dance Styles & Choreography.

What types of further study or careers could subject lead on to?

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts.

How will I be assessed?

This subject focuses on both performance and analysis.

- Devising and presenting ensemble performance
- Analysing devised ensemble performance
- Analysing Professional Drama Performance.

What else do I need to know?

Students will travel to a theatre to watch a professional performance

Students will be given opportunities to extend their acting passions in extracurricular performances

Units 3 and 4

UNIT 3

In Unit 3, students will focus on the development and performance of an interpretation of a script through four stages. Throughout the stages of production planning, development, season and production evaluation, they will work in two areas of stagecraft to imaginatively and collaboratively interpret the play. They will analyse the influence of stagecraft on the shaping of a play, both in their own work and that of professionals.

UNIT 4

In Unit 4, students will study a scene and associated monologue from a prescribed monologue list. They will develop a theatrical brief on the scene and an interpretation of the monologue for performance. Students will also attend a professional performance for analysis and evaluation.

What knowledge and skills will I build?

- Performance and expressing skills
- Analysis and evaluation
- Drama terminology
- Production areas
- Performance styles
- Application of symbol

How will I be assessed?

- Monologue for performance
- Scene brief
- Written analysis tasks
- End of year exam

What types of further study or careers could this subject lead on to?

Writer / Editor	Event Manager
Actor	Critic
Director	Teacher
Producer	

What else do I need to know?

Students will travel to a theatre to watch a professional performance

Students will be given opportunities to extend their acting passions in extracurricular performances.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/theatrestudies/Pages/Index.aspx>



VISUAL COMMUNICATION DESIGN

Units 1 and 2

Subject Overview

In VCE Visual Communication Design units 1 & 2, students take their drawing ability to a professional level through responding to design briefs with a range of clients, constraints and purposes. Students apply design thinking to generate design solutions for a range of contexts, audience and purposes. Students explore environmental, industrial and communication design fields.

UNIT 1

This unit focuses on using visual language to communicate messages, ideas and concepts. Students develop presentation drawings to clearly communicate their final visual communications. They examine the history of design through an investigation of design styles.

UNIT 2

Students use presentation drawing methods that incorporate the use of technical drawing skills to communicate information and ideas associated with the environmental or industrial design fields. They also investigate how typography and imagery are used in these fields as well as the communication design field.

How will I be assessed?

- School assessed Folio
- School assessed presentation drawings/ manual and digital
- Coursework
- End of year exam.

Which subjects from Year 10 does this follow on from?

Architecture & Interior Design, Painting & Drawing, Media, Product Design.

What types of further study or careers could this subject lead on to?

Interior designer	Art/Design director
Architect	Animator
Industrial Designer	Graphic Designer
Product Designer	Illustrator
Web/App Designer	Game Designer
Art Director	Marketing/Advertising
Teacher/Lecturer	Set Designer
Costume Designer	

What else do I need to know?

VCE Visual Communication Design is ideal for students with an interest in creative design, Graphic design, Industrial/product design, architecture and interior design, making, design history and professional practices.

Students will use the Adobe Suite which will be provided by the school.

What knowledge and skills will I build?

- Technical drawing (manual and digital)
- Analytical skills
- Critical, creative and reflective thinking strategies
- Effective use of a design process.

VISUAL COMMUNICATION DESIGN

Units 3 and 4

Subject Overview

In VCE Visual Communication Design units 3 & 4, students gain insight into the selection of methods, media and materials and the application of design elements and design principles to create effective visual communications for specific audiences and purposes. Through practical investigation and analysis of existing visual communications student develop their own visual communication design work.

UNIT 3 - Visual Communication Design Practices

This unit focuses on the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Students experiment with the use of manual and digital drawing methods and analysis styles. They examine professional design practice and write their own design brief.

UNIT 4 - Visual Communication Design Development, Evaluation And Presentation

This unit focuses on the development of design concepts. Students follow a design brief to create two final presentations of visual communications. They devise a pitch to present their final presentations as a conclusion to their study.

What knowledge and skills will I build?

- Analysing visual communications
- Two-dimensional drawing methods to visualise ideas and concepts
- Three-dimensional drawing methods
- Document design decisions informed by the analysis of existing designs

How will I be assessed?

- Folio of work
- School Assessed Coursework
- Exam

What else do I need to know?

VCE Visual Communication Design is ideal for students with an interest in creative design, Graphic design, Industrial/product design, architecture and interior design, making, design history and professional practices.

Students will use Adobe Suite which will be provided by the school.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx>



ENGLISH

ENGLISH

Units 1 and 2

Subject Overview

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 1

Students read and respond to texts analytically and personally. They create their own texts and present them in various text formats. They also develop the ability to analyse their own writing. They develop their skills in creating written, spoken and multimodal texts.

UNIT 2

Students analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. They also further build on their analysis of set texts.

What knowledge and skills will I build?

- Enhance your understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- Analyse your own and others' texts, and make relevant connections to themselves, their community and the world
- Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation.

How will I be assessed?

- Two pieces of creative or non-fiction writing that respond to a key idea
- An analysis of my own writing
- An analytical response to a set text
- A personal response to a set text
- An analysis of the use of argument and persuasive language in text/s.

What types of further study or careers could this subject lead on to?

Bachelor of Arts	Medicine
Writer	Law
Journalist	Artist
Librarian	Teaching

Unit 3 and 4

Subject Overview

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

UNIT 4

Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed.

What knowledge and skills will I build?

- The ways in which different texts provide different perspectives on ideas, issues and themes and how comparing them can offer an enriched understanding of the ideas, issues and themes
- Use textual evidence appropriately to support comparative analysis
- Plan creative responses to texts
- Apply the conventions of oral presentation in the delivery of spoken texts.

How will I be assessed?

- Personal writing
- Commentary on personal writing
- Text response
- Personal text response
- Analysis of arguments in texts

What types of further study or careers could this subject lead on to?

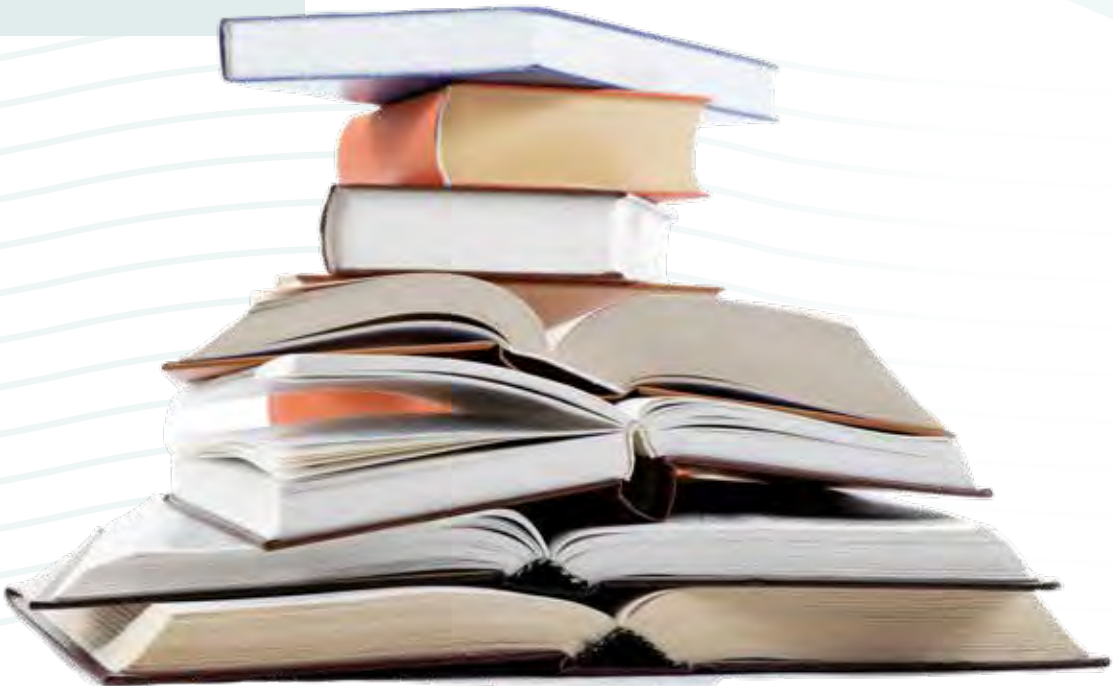
Bachelor of Arts	Medicine
Writer	Law
Journalist	Artist
Librarian	Teaching

What else do I need to know?

You must take an English subject in both Years 11 and 12. This can be English, English as an Additional Language, English Language, or Literature. For more information, consult the study guide.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Units 1 and 2

Subject Overview

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 1

Students read and respond to texts analytically and personally. They create their own texts and present them in various text formats. They also develop the ability to analyse their own writing. They develop their skills in creating written, spoken and multimodal texts.

UNIT 2

Students analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. They also further build on their analysis of set texts.

What knowledge and skills will I build?

- Enhance your understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- Analyse your own and others' texts, and make relevant connections to themselves, their community and the world
- Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation.

How will I be assessed?

- Two pieces of creative or non-fiction writing that respond to a key idea
- An analysis of my own writing
- An analytical response to a set text
- A personal response to a set text
- An analysis of the use of argument and persuasive language in text/s

What types of further study or careers could this subject lead on to?

Bachelor of Arts	Medicine
Writer	Law
Journalist	Artist
Librarian	Teaching

What else do I need to know?

You must take an English subject in both Years 11 and 12. For VCE EAL eligibility, check with the EAL Coordinator and / or refer to the VCAA requirements outlined here:

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/sections/Pages/06AdministrativeInformationStudents.aspx>

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Unit 3 and 4

Subject Overview

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. They develop and refine their listening skills.

UNIT 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

What knowledge and skills will I build?

- The ways in which different texts provide different perspectives on ideas, issues and themes and how comparing them can offer an enriched understanding of the ideas, issues and themes
- Use textual evidence appropriately to support comparative analysis
- Plan creative responses to texts
- Apply the conventions of oral presentation in the delivery of spoken texts.

How will I be assessed?

A range of School-Assessed Coursework and an end-of-year exam.

What types of further study or careers could this subject lead on to?

Bachelor of Arts	Medicine
Writer	Law
Journalist	Artist
Librarian	Teaching

What else do I need to know?

You must take an English subject in both Years 11 and 12. This can be English, English as an Additional Language, English Language, or Literature. For more information, consult the study guide.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>



ENGLISH LANGUAGE

ENGLISH LANGUAGE

Units 1 and 2

Subject Overview

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

UNIT 1

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. The relationship between speech and writing as and the impact of cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language and the stages of language acquisition.

UNIT 2

In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected.

What knowledge and skills will I build?

- Understanding the arbitrary and rule governed nature of language
- The influence of context on language choices
- Features that characterise verbal and written language
- The structure of language
- The stages of language acquisition.

Which subjects from Year 10 does this follow on from?

English, Literature, Humanities.

How will I be assessed?

Could include: essay, close analysis, exams.

What types of further study or careers could this subject lead on to?

Bachelor of Arts	Medicine
Writer	Law
Journalist	Artist
Librarian	Teaching

What else do I need to know?

You must take an English subject in both Years 11 and 12. This can be English, English as an Additional Language, English Language, or Literature. For more information, consult the study guide.

Unit 3 and 4

Subject Overview

In English language, students investigate the use of language in contemporary Australia and how language is a means of social interaction exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students also look at how language establishes and challenges identities.

UNIT 3

In this unit, students identify and analyse distinctive features of informal language in written and spoken texts. Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose.

UNIT 4

In this unit students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. They also focus on the role of language in reflecting and constructing individual and group identities.

What knowledge and skills will I build?

- Use key linguistic concepts in analysing texts and speech
- The ways in which a variety of Australian identities are constructed and reflected in a range of texts
- Understand the relationship between language variation and identity for both individuals and groups in an objective and a systematic way.

How will I be assessed?

- Analytical commentary
- Close analysis
- Essay
- Short answer questions
- Folio of annotated texts.

What types of further study or careers could this subject lead on to?

Bachelor of Arts	Linguistic
Writer	Law
Journalist	Teaching
Librarian	

What else do I need to know?

You must take an English subject in both Years 11 and 12. This can be English, English as an Additional Language, English Language, or Literature. For more information, consult the study guide.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/englishlanguage/Pages/Index.aspx>



LITERATURE

LITERATURE

Units 1 and 2

Subject Overview

In Literature students read and explore a diverse range of established and emerging literary works such as novels, plays, short stories, films and poetry. They closely analyse language, forms and authorial choice and deepen their awareness of the historical, social and cultural influence on texts and themselves. Students creatively engage with texts and develop skills both as readers and writers.

UNIT 1

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. They also closely study the concerns ideas, style and conventions of a literary movement or genre.

UNIT 2

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also focus on additional texts and identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

What knowledge and skills will I build?

- Features of society and the ideas and behaviour which the text appears to reflect or endorse, challenge or question.
- Ways in which characters, setting, events and ideas convey the social concerns of a different era and/or culture
- Analyse how features of the text contribute to meaning.

How will I be assessed?

- Could include: essay, journal entries, close analysis, oral, discussion participation, presentation.

Which subjects from Year 10 does this follow on from?

English, Literature and Humanities.

What else do I need to know?

The skills learnt in Literature translate well to English and vice-versa. Literature counts as the compulsory English subject required to Year 12, but is often taken as well as English. For more info, see the study guide

Unit 3 and 4

Subject Overview

In Literature, students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. There are different types of texts read, including plays, poems, films and books.

UNIT 3

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students also develop their own interpretations of a texts views and values and compare that with other interpretations.

UNIT 4

In this unit students develop creative, critical and analytic responses to texts. They use the imaginative form to respond to texts. Students also analyse literary forms of texts and develop an informed and sustained interpretation supported by close textual analysis.

What knowledge and skills will I build?

- The ways that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text
- Analyse how literary criticism informs readings of texts
- Identify and analyse the views and values in texts.

How will I be assessed?

- Written interpretation of a text
- Comparison of adaption of text
- Creative response to a text
- An analysis of the creative response and a passage from the text
- A close analysis of a key passage from a text
- End of year exam.

What types of further study or careers could this subject lead on to?

Critic	History
Writer	Editing
Journalism	Academia
Librarian	Teaching

What else do I need to know?

The skills learnt in Literature translate well to English and vice-versa. Literature counts as the compulsory English subject required to Year 12, but is often taken as well as English. For more info, see the study guide.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/index.aspx>



ACCOUNTING

ACCOUNTING

Units 1 and 2

Subject Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology.

UNIT 1

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. They consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information.

UNIT 2

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

What knowledge and skills will I build?

- Modelling, forecasting and providing advice to stakeholders
- Collecting, recording, reporting, analysing and interpreting data.

How will I be assessed?

- Exercises (manual and computer-based)
- Assignments
- Written Tests.

Which subjects from Year 10 does this follow on from?

Business Economics and Humanities.

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/accounting/Pages/index.aspx>

Unit 3 and 4

Subject Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology.

UNIT 3

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

UNIT 4

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

What knowledge and skills will I build?

- Modelling, forecasting and providing advice to stakeholders
- Collecting, recording, reporting, analysing and interpreting data.

What types of further study or careers could this subject lead on to?

Accountant

What else do I need to know?

The skills learnt in Literature translate well to English and vice-versa. Literature counts as the compulsory English subject required to Year 12, but is often taken as well as English. For more info, see the study guide.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/accounting/Pages/index.aspx>





AUSTRALIAN AND GLOBAL POLITICS

GLOBAL POLITICS

Units 1 and 2

Subject Overview

Students are introduced to ideas relating to the exercise of political power. They explore political concepts across the ideological spectrum; left, right, conservative, radical. Students seek to understand how these ideas shape political systems with a particular focus on liberalism. They consider the nature of power in Australian and explore the influence of key political actors; political parties, interest groups and the media. In Unit 2, we expand our political world by looking at Global issues; connections, cooperation and conflict. Students will explore issues associated with globalisation, crisis and terrorism.

UNIT 1

Students discuss the concepts and significance of politics, power, authority and legitimacy. We learn about how these concepts within our own political system as well as socialist, fascist, authoritarian and theocratic. Students explore politics through the analysis of both the Australian political system and an example of a non-democratic political system through case studies.

UNIT 2

This unit explores global community and the global actors. Students explore how lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

What knowledge and skills will I build?

- Explain and analyse the social, economic and political impacts of globalisation
- Analyse the impact of global interconnectedness on human rights, culture and the environment

Please read the Study Design for further detail.

How will I be assessed?

- Research report
- Case study
- Essay
- Short-answer questions OR
- Extended response questions.

Which subjects from Year 10 does this follow on from?

Humanities and Geography.

What else do I need to know?

You will need to keep up with the weekly news.

For further details, please read the VCAA Study Design

<https://vcaa.vic.edu.au/curriculum/vce/vce-study-designs/globalpolitics/Pages/index.aspx>

Unit 3 and 4

Subject Overview

VCE Global Politics is a contemporary study of politics with a focus on examples and case studies from within the last 10 years.

UNIT 3

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

UNIT 4

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

What knowledge and skills will I build?

- Explain and analyse the social, economic and political impacts of globalisation
- Analyse the impact of global interconnectedness on human rights, culture and the environment

Please read the Study Design for further detail.

How will I be assessed?

Assessments may include:

- Research report
- Case study
- Essay
- Short-answer questions &
- Extended-response questions.

What types of further study or careers could this subject lead on to?

International Relations	Community Organiser
Diplomat	Journalist
Economist	Government State /
Lawyer	Federal

What else do I need to know?

You will need to keep up with the weekly news.

For further details, please read the VCAA Study Design

<https://vcaa.vic.edu.au/curriculum/vce/vce-study-designs/globalpolitics/Pages/index.aspx>



BUSINESS MANAGEMENT

Units 1 and 2

Subject Overview

Do you want to run your business? Be a CEO for a multinational/transnational business? Or be a champion in driving sustainable business practices? If so, then Business Management is for you!

Business Management 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 the changes that are needed to ensure continued success of a business.

UNIT 1

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

UNIT 2

In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years..

What knowledge and skills will I build?

- How to establish a business
- Business operations
- Management practices
- Local, national and global markets
- Business problem-solving strategies.

How will I be assessed?

The following tasks may be assessed for School Assessed Coursework:

- Case study
- Business research report
- Business plan
- Structured questions
- Media analysis.

Which subjects from Year 10 does this follow on from?

Humanities, Business and Economics.



BUSINESS MANAGEMENT

Unit 3 and 4

Subject Overview

What separates businesses that thrive from those that fail? How do businesses change? How do you motivate employees? VCE Business Management Units 3 & 4 investigate changes that need to be made to ensure continued success of a business. Students learn management skills/styles, operations management, review key performance indicators and how leadership ensures businesses meet their objectives.

UNIT 3

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses.

UNIT 4

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit 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.

What knowledge and skills will I build?

- Apply business concepts
- Business Operations & Opportunities
- Management Strategies.

How will I be assessed?

The following tasks may be assessed for School Assessed Coursework:

- Case study
- Structured questions
- Report
- Media analysis.

What types of further study or careers could this subject lead on to?

Business Management  
Commerce

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>



ECONOMICS

ECONOMICS

Units 1 and 2

Subject Overview

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

UNIT 1

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

UNIT 2

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards.

What knowledge and skills will I build?

- Gather, synthesise, and use economic data
- Identify economic trends
- Cost/benefit analysis.

How will I be assessed?

The following tasks may be assessed for School Assessed Coursework:

- An analysis of written, visual and statistical evidence
- A folio of applied economics exercises
- Problem-solving tasks
- A report of an investigation or an inquiry.

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx>

Unit 3 and 4

Subject Overview

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness.

UNIT 3

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

UNIT 4

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

What knowledge and skills will I build?

- Gather, synthesise and use economic data
- Understanding of how markets work
- How governments can influence national and global markets.

How will I be assessed?

The following tasks may be assessed for School Assessed Coursework:

- An analysis of written, visual and statistical evidence
- A folio of applied economics exercises
- Problem-solving tasks
- A report of an investigation or an inquiry.

What types of further study or careers could this subject lead on to?

Economics	Commerce
Law	Management
Business	Governmental Policy

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx>



EXTENDED INVESTIGATION

Unit 3 and 4

Subject Overview

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Students will construct their own research question, conduct research, analyse data, synthesis conclusions and present their findings.

UNIT 3

In Unit 3, students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.

UNIT 4

In Unit 4, students develop a 4,000-word written report detailing their investigation, results, discussion and conclusions. Students orally defend their research findings to a non-specialist panel of assessors.

What knowledge and skills will I build?

- Research skills
- Critical thinking and analysis
- Writing skills
- Presentation skills.

How will I be assessed?

- Written rationale for research question
- Research plan
- Critical thinking test
- 4000 word written report
- Oral presentation.

What types of further study or careers could this subject lead on to?

All academic fields of university  
Data analysis  
Scientist  
Researcher

What else do I need to know?

This course is ideal for students wishing to pursue a pathway into graduate studies or researching. This course may be offered through the Centre for Higher Education and Studies (CHES) with support and supervision from teachers at MPSC. For more information about CHES please visit their website at <https://ches.vic.edu.au/>

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/extendedinvestigation/Pages/Index.aspx>





GEOGRAPHY

GEOGRAPHY

Units 1 and 2

Subject Overview

Students cultivate a sense of wonder and curiosity about people, cultures and environments throughout the world and develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales. By studying disasters and tourism the 1-2 units seek to highlight the complexity of natural and human induced geographic phenomena across the Earth's surface.

UNIT 1 - Hazards & Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2 - Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

What knowledge and skills will I build?

- Analyse, describe and explain the nature of hazards and their impacts
- Analyse and explain the range of responses to hazards and disasters.

Please read the Study Design for further detail.

How will I be assessed?

- One Fieldwork Report
- One Case Study/ Portfolio of Exercises/ or
- Structured Questions per Unit.

Which subjects from Year 10 does this follow on from?

Humanities and Geography.

Unit 3 and 4

Subject Overview

Globally and locally, urban areas are attracting more inhabitants every year. This pressure results in great pressure on existing infrastructure, governance, service delivery, congestion and quality of life. These units focus on the land use changes driven by human intervention and the role that population growth, movement and patterns of settlement have on daily lives.

UNIT 3 - Changing The Land

This unit focuses on two investigations of geographical change: change to land use in the built environment and change to land cover in the natural environment. Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change, such as urban sprawl.

UNIT 4 - Human Population - Trends And Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

What knowledge and skills will I build?

- Analyse, describe and explain land use change and assess its impacts
- Analyse, describe and explain population dynamics on a global scale.

Please read the Study Design for further detail.

How will I be assessed?

- One Fieldwork Report and one Case Study/ Portfolio of Exercises/ or
- Structured Questions per Unit
- End of Year Examination.

What types of further study or careers could this subject lead on to?

Engineering	Commercial/
Built Environment	Residential Surveyor
Professions	Geologist
Urban Designer or	Meteorologist
Urban Planer	Travel Consultant
Architect	

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Geography/Pages/index.aspx>



HISTORY: ANCIENT

Units 1 and 2

Subject Overview

This subject explores what we mean by the term ‘civilisation’ and debates about its use today. Students will explore the emergence of cities and their evolution into city-states, and the creation of the world’s first empires; they will also study the social and technological changes that enabled these developments. Students will develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

UNIT 1 - Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations.

UNIT 2 - Ancient Egypt

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river.

What knowledge and skills will I build?

- Write coherently and with complex analysis
- Read critically
- Refine your questioning and thinking
- Research and synthesis of evidence
- Empathy and understanding of society.

How will I be assessed?

Assessed coursework will include:

- A historical inquiry project
- An analysis of primary sources
- An evaluation of historical interpretations
- An essay.

Which subjects from Year 10 does this follow on from?

Humanities, Philosophy, Most Wanted.



Unit 3 and 4

Subject Overview

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

UNIT 3 - Living In An Ancient Society

In this area of study students focus on the historical significance of the social, political and economic features of Greece and Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, and slaves and free people. Students explore the significance of political institutions and the distribution and expression of power between groups, and tensions resulting from such differences.

UNIT 4 - People In Power, Societies In Crisis

In this area of study, students focus on crisis in ancient Greece and Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points, students analyse the causes and consequences of the crisis. They explore how key individuals influenced events, including, in some cases, making decisions that shaped their societies.

What knowledge and skills will I build?

- Write coherently and with complex analysis
- Read critically
- Refine your questioning and thinking
- Research and synthesis of evidence
- Empathy and understanding of society.

How will I be assessed?

Assessed coursework will include: a historical inquiry project, an analysis of primary sources, an evaluation of historical interpretations, an essay and an end of year examination.

What types of further study or careers could this subject lead on to?

Politics	Law
Criminology	Archaeologist
Journalism	Librarian
Historian/Art Historian	Researcher

What else do I need to know?

VCE Ancient History may involve an OPTIONAL student lecture excursion in September to the HTAV student lecture series to support success on the exam in September.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>



HISTORY: MODERN

Units 1 and 2

Subject Overview

Why was the twentieth century so tumultuous? This history subject explores the themes of power, politics, social and cultural change; prominent themes explored throughout the year, with students examining the power structures at play, the persecution of different groups, the increasing move towards internationalist approaches, as well as how the Arts (musicians, artists, writers and filmmakers) reflected these changes.

UNIT 1

Students explore the fascinating interwar period between WWI and WWII. This was a time characterised by the emergence of consumerism, exciting new artists, musicians and social change. Students will also look at the post-war treaties, The Great Depression and beginnings of new fascist governments.

UNIT 2

Students study the competing ideologies of democracy and communism, setting the backdrop for the Cold War and the ideological conflict that followed. Students study the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

What knowledge and skills will I build?

- Strong written expression and argument
- In-depth analysis
- Empathy and understanding of society.

How will I be assessed?

Assessed coursework will include:

- A historical inquiry project
- An analysis of primary sources
- An evaluation of historical interpretations
- An essay.

Which subjects from Year 10 does this follow on from?

Geography and Humanities.

What else do I need to know?

This course can lead to Ancient History Units 3 and 4 as well as the course History: Revolutions Units 3 and 4 that may be offered in 2024.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>





LEGAL STUDIES

LEGAL STUDIES

Unit 1 and 2

Subject Overview

Legal Studies investigates criminal and civil law, evaluating how they protect the rights of individuals in society. This subject is about enforcing and instituting the law. Students examine how the law is applied to determine the outcome of both criminal and civil cases.

UNIT 1 - Guilt & Liability

What is the difference between murder and manslaughter? What must be proven for someone to be convicted of a crime? In Unit 1 students answer these questions and explore the basis of criminal and civil law; including key concepts and types of crimes/civil wrongs.

UNIT 2 - Sanctions, Remedies & Rights

In Unit 2 students apply their Unit 1 knowledge to two recent civil and criminal cases such as Rebel Wilson vs. Bauer media. Furthermore they explore suggested reforms to improve the legal system aiming to analyse the effectiveness of our legal system to uphold the principles of justice.

What knowledge and skills will I build?

- Use key legal terminology
- Research analyse legal information
- Protecting the rights of individuals
- Legal reasoning and principles.

Please read the Study Design for further detail.

How will I be assessed?

School Assessed Coursework could include: a folio of exercises; structured questions; a classroom presentation; a role-play; a debate; a report or a question-and-answer session

Which subjects from Year 10 does this follow on from?

Humanities and Most Wanted.

What else do I need to know?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law.

Unit 3 and 4

Subject Overview

VCE Legal Studies Unit 3 examines the Victorian justice system including the role and rights of all people involved in the criminal and civil justice system. They also consider the process and appropriateness of criminal sanctions and civil remedies. VCE Legal Studies Unit 4, then explores the relationship between parliament and the courts with a consideration of the Australian Constitution and Commonwealth, the High court and the roles of the media and law reform bodies in influencing law reform.

UNIT 3 - Rights & Justice

Get to know the Victorian criminal justice system. You will explore the criminal justice system, its personnel and institutions and the various ways it determines a criminal case. This includes the rights of people involved and the appropriateness of criminal sanctions.

UNIT 4 - People & The Law

Understand how law-making powers are split between the Commonwealth and state parliaments. You will 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.

What knowledge and skills will I build?

- Roles of the courts and parliament
- Synthesise and apply legal principles
- Evaluate the ability of the justice system to achieve the principles of justice.

Please read the Study Design for further detail.

How will I be assessed?

School Assessed Coursework could include: a case study; structured questions; an essay; a report or a folio of exercises. There is also an end of year examination.

What types of further study or careers could this subject lead on to?

**Law** - Lawyers, Barristers, Solicitors, paralegals and law enforcement.

**Policy & law making**- Federal, State, and local council governments, Librarian, Social Justice, Law Clerk and Social Welfare.

What else do I need to know?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law.





PHILOSOPHY

PHILOSOPHY

Unit 1 and 2

Subject Overview

VCE Philosophy explores foundational ideas and enduring questions of ethics, knowledge and existence. Philosophy is the founding discipline of logic and critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophy students grapple with relevant contemporary debates such as artificial intelligence and the line between truth and belief.

UNIT 1 - Existence, Knowledge & Reasoning

What is the difference between murder and manslaughter? What must be proven for someone to be convicted of a crime? In Unit 1 students answer these questions and explore the basis of criminal and civil law; including key concepts and types of crimes/civil wrongs.

UNIT 2 - Questions & Values

This unit examines different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

What knowledge and skills will I build?

- Investigate relevant debates
- Explore different viewpoints and arguments
- Ask important questions about life and society.

How will I be assessed?

School Assessed Coursework could include: an essay, a written analysis, short-answer responses, a written reflection, presentations, a dialogue, a research task.

Which subjects from Year 10 does this follow on from?

Humanities and Geography.

Unit 3 and 4

Subject Overview

VCE Philosophy explores the big questions of mind, self, personal identity and the good life. Philosophy is the founding discipline of logic and critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophy students consider how personal identity impacts on contemporary debates and how technological advancement contributes to our living of a good life.

UNIT 3 - Mind, Bodies & Persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? You will critically compare the viewpoints with contemporary debates and other spheres of discourse such as religion, psychology, sociology and politics.

UNIT 4 - The Good Life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life?

What knowledge and skills will I build?

- Identify key philosophical concepts in contemporary debates
- Analyse viewpoints and arguments.

Please read the Study Design for further detail.

What types of further study or careers could this subject lead on to?

Ethicist, Lawyer, Journalist, Academic, Politician, Philosopher, Teacher Innovator, Researcher.

What else do I need to know?

For further details, please read the VCAA Study Design  
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Philosophy/Pages/Index.aspx>

ITALIAN

ITALIAN

Unit 1 and 2

Subject Overview

VCE Italian develops students’ ability to understand and use the Italian language. In this course, students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. The topics covered in these units include: Relationships, Education and Aspirations, the Renaissance, Sustainability and Technology.

UNIT 1

Students develop a greater understanding of the Italian language and culture. Students access information with the ability to comprehend and share information in Italian. They focus on analysing cultural products or practices including visual, spoken or written texts. This unit consolidates and extends language skills.

UNIT 2

In this unit, students will develop their understanding of Italian culture and form links to the language. Students will be able to modify their language to authentically share information. Students will analyse visual, spoken and written texts. They will access and share useful information on various topics, and consolidate and extend their vocabulary, grammar knowledge and language skills.

How will I be assessed?

- School-based assessments including; text analysis, writing pieces, reading comprehension and listening tasks

What else do I need to know?

- You will be required to use Italian during Italian lessons
- You may choose to take part in the biannual Italian trip to further develop your understanding of Italian language and culture

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>

Unit 3 and 4

Subject Overview

Students will consolidate their knowledge from Units 1 and 2. Students will strengthen their understanding of more authentic Italian language samples. At the conclusion of this course, students will be able to proficiently use their language skills in a series of contexts and show their developed understanding of cultural concepts.

UNIT 3

Students will consolidate the language capabilities taught during Units 1 and 2 through deeper analysis of more complex texts and authentic language opportunities. They will strengthen their ability to use and understand Italian when communicating. On completion of this unit, students will be able to apply their Italian skills to a range of contexts and further develop their cultural understanding.

UNIT 4

Students build on their knowledge from previous units to identify and reflect on cultural practices that provide insights into Italian-speaking communities. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

What knowledge and skills will I build?

- Understanding and using Italian grammar and culture
- Ability to read, write and listen to different audiences through different text types.

How will I be assessed?

- School Assessed Coursework including; text analysis, writing pieces, reading comprehension and listening tasks.
- End of Year Written and Oral Exam

What types of further study or careers could this subject lead on to?

Translator/interpreter	Speech pathologist
Teacher	Customs/boarder forces
Linguist	

What else do I need to know?

- You will be required to use Italian during Italian lessons
- You may choose to take part in the biannual Italian trip to further develop your understanding of Italian language and culture

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>

VICTORIAN SCHOOL OF LANGUAGES

The Victorian School of Languages (VSL) runs a number of Languages classes at neighbouring schools. Students can study Units 1 to 4 in the following languages: Arabic, Chinese, Modern Greek, Sinhala, Tamil and Punjabi.

Students can also apply through the VCE Coordinator to access other languages via Distance Education. For further information, please contact the VSL on 9474 0500 or email: [VSL@VSL.vic.edu.au](mailto:VSL@VSL.vic.edu.au)



CHINESE FIRST LANGUAGE

Unit 1 and 2

Subject Overview

Note: VCE Chinese First Language is designed for students who:

- speak Mandarin as their first language, OR
- have completed a number of years of schooling in China where Mandarin is the main language of instruction.

The language to be studied is the modern standard/official version of Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be ‘putonghua’ in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either simplified or complex characters in their writing.

UNIT 1

In Unit 1, students will speak and write in Chinese about an issue of interest or concern. Students will listen to, read and re-organise information and ideas from spoken and written texts. Students will produce a personal response to a fictional text.

UNIT 2

In Unit 2, students will speak and write in Chinese about a resolution of an issue. Students will listen to, read, extract and compare ideas from spoken and written texts. Students will produce an imaginary piece in spoken or written form.

What knowledge and skills will I build?

- Oral and written communication skills.

How will I be assessed?

- Producing formal letters, faxes, emails, journal entries, short story, review or articles
- Discussions, role-plays, spoken personal accounts or oral presentations
- Listening to spoken Interviews, discussion, broadcasts or debates
- Reading letters, articles or reports

What else do I need to know?

- You will be required to use Italian during Italian lessons
- You may choose to take part in the biannual Italian trip to further develop your understanding of Italian language and culture

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>

CHINESE FIRST LANGUAGE

Unit 3 and 4

Subject Overview

During Units 3 and 4, students will undertake a detailed study focusing on the language and culture through Literature and the Arts. The detailed study will enable students to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. The students will discuss their detailed study in the Oral Examination.

UNIT 3

In Unit 3, students will express ideas through the production of original texts. Students will analyse and use information from spoken texts. Students will exchange information, opinions and experiences.

UNIT 4

In Unit 4, students will analyse and use information from written texts. Students will respond critically to spoken and written texts which reflect aspects of language and culture.

What knowledge and skills will I build?

- Oral and written communication skills.

How will I be assessed?

Assessment Tasks:

- A response to specific questions, or instructions, analysing and using information requested
- A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review
- A four- to five-minute interview on an issue related to texts studied

Study Score calculation:

- Unit 3 SACs (25%)
- Unit 4 SACs (25%)

Examination:

- Oral (10%)
- Written (40%)

What types of further study or careers could this subject lead on to?

Translator/interpreter	Speech pathologist
Teacher	Customs/boarder forces
Linguist	

What else do I need to know?

This course often runs on a Wednesday afternoon from 1:30 to 5:00 PM.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chinese-First-Language.aspx>

VICTORIAN SCHOOL OF LANGUAGES

The Victorian School of Languages (VSL) runs a number of Languages classes at neighbouring schools. Students can study Units 1 to 4 in the following languages: Arabic, Chinese, Modern Greek, Sinhala, Tamil and Punjabi.

Students can also apply through the VCE Coordinator to access other languages via Distance Education. For further information, please contact the VSL on 9474 0500 or email: [VSL@VSL.vic.edu.au](mailto:VSL@VSL.vic.edu.au)

GENERAL MATHEMATICS

GENERAL MATHEMATICS

Unit 1 and 2

Subject Overview

General Mathematics caters for a range of student interests. Students develop problem-solving and analytical skills that are highly desired in by employers and useful in a range or real-world contexts such as managing finances, building, project management and planning.

UNIT 1

Students will investigate data distributions, which includes univariate and bivariate data, financial and recurrence relationships, linear relationships and working with matrix algebra.

UNIT 2

Students will explore the relationships between variables, including logarithmic and exponential relations. Students will investigate networks and graphs and build on their understanding of trigonometry and geometry.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

A range of coursework, problem-solving, investigation and modelling tasks.

What types of further study or careers could this subject lead on to?

Many University pathways require at least 4 Units of Mathematics as a prerequisite and General Mathematics is the most common way to meet these requirements.

Which subjects from Year 10 does this follow on from?

Year 10 Mathematics

What else do I need to know?

This course requires a Casio Classpad II calculator.

Unit 3 and 4

Subject Overview

General Mathematics caters for a range of student interests. Students develop problem-solving and analytical skills that are highly desired in by employers and useful in a range or real-world contexts such as managing finances, building, project management and planning.

UNIT 3

Students cover data types, representation and distribution of data and explore the use of linear recurrence relations and the time value of money analyse a range of financial situations, and solve problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

UNIT 4

Students study matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. They will also learn about the representation of different kinds of undirected and directed graphs and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

You will complete an extended Application Task and two problem-solving or modelling tasks.

What types of further study or careers could this subject lead on to?

Many University pathways require at least 4 Units of Mathematics as a prerequisite and General Mathematics is the most common way to meet these requirements. Possible careers:

Teaching	Accounting/Finance
Electrician	Insurance Broker
Building Contractor	

What else do I need to know?

This course requires a Casio Classpad II calculator. This course was formally called “Further Mathematics”, but was changed in 2023 to be less confusing.

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>





MATHEMATICAL METHODS

Unit 1 and 2

Subject Overview

Mathematical Methods Units 1 and 2 provide an introductory study of elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical modelling and theoretical contexts.

UNIT 1

The focus of Unit 1 is the study of algebraic functions. Students will be introduced to a range of elementary functions and how they can be represented algebraically and graphically using technology. Introductory calculus techniques will then be used to explore these relationships. Students also cover discrete binomial data analysis and probability and statistics.

UNIT 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. They will elaborate on the use of calculus to describe polynomial functions of any magnitude and continue to develop their understanding of probability and statistics.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

A range of coursework, problem-solving, investigation and modelling tasks.

What types of further study or careers could this subject lead on to?

Mathematics Methods is a requirement for some high-level STEM University Courses. Additionally, the course focuses on calculus which is fundamental to the further study of physics, chemistry and engineering.

Which subjects from Year 10 does this follow on from?

Mathematics Methods assumes a high-level of mathematics proficiency as prerequisite knowledge from Year 10 Mathematics. The course has a fast-pace and high workload.

What else do I need to know?

This course requires a Casio Classpad II calculator.

MATHEMATICAL METHODS

Unit 3 and 4

Subject Overview

Mathematical Methods Units 3 and 4 extend knowledge of 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.

UNIT 3

Students build on their understanding of functions from Unit 1 and 2 by learning how combining functions in a range of ways influences their mathematical and graphical properties. They are introduced to the fundamental theorem of calculus and how it can be applied in a range of mathematical situations.

UNIT 4

Students continue to develop their calculus skill-set to work with increasingly challenging functions and situations. They use technology to solve problems using calculus and are introduced to probability and statistics involving continuous variables.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

You will complete an extended Application Task and two problem-solving or modelling tasks.

What types of further study or careers could this subject lead on to?

Mathematics Methods is a requirement for some high-level STEM University Courses. Additionally, the course focuses on calculus which is fundamental to the further study of physics, chemistry and engineering. Possible careers:

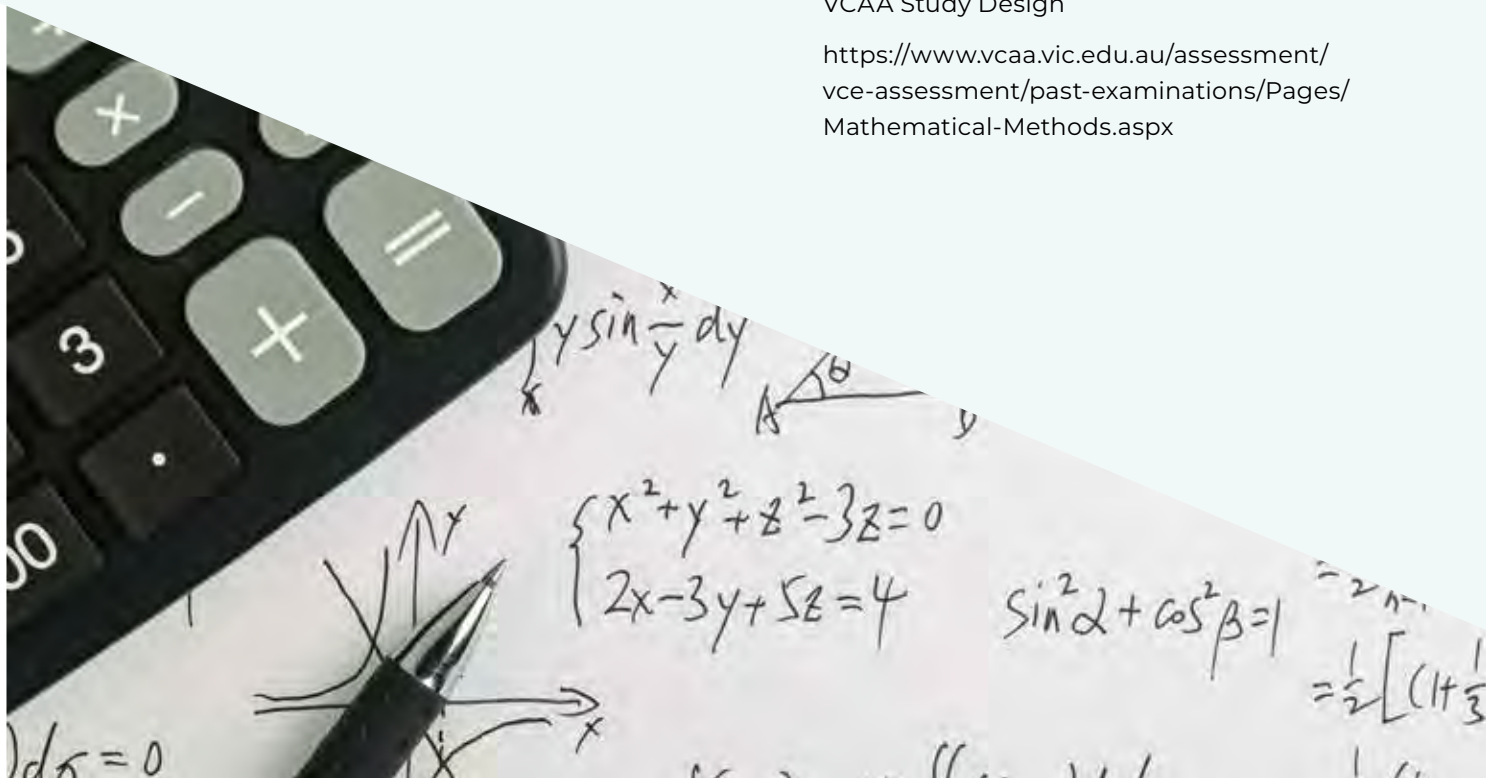
Engineering	Computer Science
Biomedicine	Physicists
Medicine	Programming
Veterinary Science	

What else do I need to know?

This course requires a Casio Classpad II calculator.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Mathematical-Methods.aspx>



SPECIALIST MATHEMATICS

Unit 1 and 2

Subject Overview

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.

UNIT 1

Students study the development of formal mathematical notation, definition, reasoning and proof applied to a range of theoretical contexts. Students develop a rich understanding of graph theory, logic and algebra.

UNIT 2

Students study random variables, trigonometry and vector transformations of the plane. They will cover the algebra of complex numbers, curves in the complex plane and the behaviours of a range of transcendental and inverse functions.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

A range of coursework, problem-solving, investigation and modelling tasks.

What types of further study or careers could this subject lead on to?

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..

Which subjects from Year 10 does this follow on from?

Specialist Mathematics assumes the highest level of mathematics proficiency and interest as prerequisite knowledge from Year 10 Mathematics. The course has a fast-pace and high workload..

What else do I need to know?

This course requires a Casio Classpad II calculator. Specialist Mathematics assumes proficiency in algebra and has a fast-pace and high workload.

It is a requirement that students undertaking Specialist Mathematics are also taking, or have already completed Mathematics Methods.

Unit 3 and 4

Subject Overview

Specialist Mathematics Units 3 and 4 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.

UNIT 3

Students will study discrete mathematics, functions and relations, algebra and number, space and calculus. These areas of study continue to build a deep understanding of formal mathematical structures, proof and relationships.

UNIT 4

Students continue to develop their calculus and logic skills. They will also cover probability and statistics topics that are designed to complement the structure of the Mathematics Methods Unit 4 material.

What knowledge and skills will I build?

- Problem solving
- Data analysis
- Mathematical modelling
- Use of technology.

How will I be assessed?

You will complete an extended Application Task and two problem-solving or modelling tasks.

What types of further study or careers could this subject lead on to?

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. Possible careers:

Actuary	Programmer
Engineer	Medicine
Statistician	Biomedicine

What else do I need to know?

This course requires a Casio Classpad II calculator. Specialist Mathematics assumes proficiency in algebra and has a fast-pace and high workload.

It is a requirement that students undertaking Specialist Mathematics are also taking, or have already completed Mathematics Methods.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Specialist-Mathematics.aspx>





HEALTH AND HUMAN DEVELOPMENT

Unit 1 and 2

Subject Overview

Health & Human Development looks at an individual's health and wellbeing as a whole, that is subjective to change and interpretation. They analyse how our ideas of health and wellbeing has changed over time, and investigate the development of the human body across the lifespan.

UNIT 1

This unit looks at health and wellbeing as a concept that has changed over time. Wellbeing is a complex combination of all dimensions of health, where an individual feels happy, healthy, capable and engaged.

With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

What knowledge and skills will I build?

- Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing
- The function and food sources of major nutrients important for health and wellbeing
- Describe the possible consequences of nutritional imbalance in youths' diet on short- and long-term health and wellbeing
- Describe the developmental changes that characterise the transition from youth to adulthood
- Analyse issues such as ethics, equity of access, privacy, invasiveness and freedom of choice associated with the use of new and emerging health procedures and technologies .

How will I be assessed?

- Structured Questions
- Case Studies
- Data Analysis
- Exam

Which subjects from Year 10 does this follow on from?

Health & Human Development and Physical Education.

Unit 3 and 4

Subject Overview

Health & Human Development Units 3 & 4 focus on the health status of Australians and how this can vary across population groups such as between males and females, indigenous and non-indigenous, rural and urban. It also looks at the health of populations on a global scale and how the UN and WHO assist in promoting health across the world.

UNIT 3

This unit looks at health, wellbeing and illness as multidimensional. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). Area of Study 2 focuses on health promotion and improvements in population health over time.

UNIT 4

This unit examines 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. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO).

What knowledge and skills will I build?

- Prerequisites for health as determined by the World Health Organisation.
- The contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).
- Analyse, describe and apply indicators used to measure health status
- Investigate initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia.
- The concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing.
- Describe the objectives of the UN's SDGs and justify their importance.

How will I be assessed?

- Structured Questions
- Case Studies
- Data Analysis
- Exam

What types of further study or careers could this subject lead on to?

Health Professional	Dental Assistant
Youth Worker	Health/Fitness
Aged Care Worker	Medicine
Nursing	

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/index.aspx>



OUTDOOR AND ENVIRONMENTAL STUDIES

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1 and 2

Subject Overview

Outdoor & Environmental Studies focuses on the ways humans interact with outdoor environments. Outdoor & Environmental Studies teaches students to live sustainably and to understand the importance of environmental health, particularly in local contexts. Students gain practical knowledge whilst on camps in various environments.

UNIT 1

- How humans understand and relate to nature.
- Motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences.
- Practical skills and knowledge to help them live sustainably in outdoor environments.
- Understand the links between practical and theoretical concepts, gaining insight into a variety of responses to, and relationships with, nature.

UNIT 2

- Characteristics of outdoor environments and different ways of understanding them.
- The impact of humans on outdoor environments. Impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments.
- Understanding of the impact of technologies.
- Practical experiences enable students to make comparisons between outdoor environments.

What knowledge and skills will I build?

- Range of motivations for seeking outdoor experiences
- Use appropriate practical skills for safe participation in outdoor experiences.

How will I be assessed?

- School Assessed Coursework
- Case Study
- Practical Participation on camp
- Work Booklets/Reflections

Which subjects from Year 10 does this follow on from?

Physical Education, Health & Human Development and Geography.

What else do I need to know?

Attendance on practical learning experiences is compulsory.

There is an additional charge for excursions and camps, this must be paid prior to the start of the school year and will cover camps and excursions that will occur throughout the year.



Unit 3 and 4

Subject Overview

Outdoor & Environmental Studies focuses on ecological, historical and social contexts of relationships between humans and outdoor environments. Outdoor & Environmental Studies teaches students the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

UNIT 3

This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of these relationships on the outdoor environment.

UNIT 4

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

What knowledge and skills will I build?

- Changing relationships with Australian outdoor environments
- The impact of increasing environmental awareness in Australia on the policies of political parties.

How will I be assessed?

- Written Tests
- Case Studies
- Data Analysis
- Camp Work Booklets and Reflections

What types of further study or careers could this subject lead on to?

Outdoor Ed Teacher, Conservationist, Professional Guide e.g. World Challenge Leader, Park Ranger, Surveyor and Horticulture.

What else do I need to know?

Attendance on practical learning experiences is compulsory.

There is an additional charge for excursions and camps, this must be paid prior to the start of the school year and will cover camps and excursions that will occur throughout the year.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx>



PHYSICAL EDUCATION

Unit 1 and 2

Subject Overview

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill 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

In this unit students will:

- Explore how the body systems work together to produce movement, and how they adapt and adjust to the demands of activity.
- Evaluate the social, cultural and environmental influences on participation.
- Consider the use and consequences of legal and illegal practices to improve performance.

UNIT 2

In this unit students will:

- Gain an appreciation of the level of physical activity required for health benefits.
- Collect data to determine perceived enablers of and barriers to physical activity
- Focus on a range of contemporary issues associated with physical activity and/or sport.

What knowledge and skills will I build?

In Units 1 & 2, students will participate in a variety of practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity.

How will I be assessed?

School assessed coursework will allow you to demonstrate your knowledge of the links between theoretical and practical content

Which subjects from Year 10 does this follow on from?

Health & Human Development, Outdoor Education & Environmental Studies and Physical Education.

What else do I need to know?

Excursions to support learning may be organised and may incur a cost. Participation in practical sessions is compulsory.



Unit 3 and 4

Subject Overview

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill 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 3

In this unit students will:

- Use biomechanical principles to analyse human movement.
- Analyse movement skills and skill acquisition principles to improve and refine movement.
- Investigate the contribution and interplay of the three energy systems to performance.
- Explore causes of fatigue and consider how to postpone fatigue and promote recovery.

UNIT 4

In this unit students will:

- Analyse movement skills from a physiological, psychological and sociocultural perspective.
- Analyse skill frequencies, movement patterns, and heart rates of an activity.
- Apply training principles and methods to a training program to improve performance.
- Participate in a variety of training.

What knowledge and skills will I build?

In Units 3 & 4 students will participate in a variety of practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity.

How will I be assessed?

School-assessed coursework ranging from written reports, practical lab reports, tests and an end of year examination

What types of further study or careers could this subject lead on to?

Human Movement	Biomechanics
Personal Trainer	PE Teacher
Coaching	Exercise Science

What else do I need to know?

Excursions to support learning may be organised and may incur a cost. Participation in practical sessions is compulsory.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx>

VET SPORT AND RECREATION  
(CERTIFICATE III IN SPORT AND RECREATION)

VET SPORT AND RECREATION  
(CERTIFICATE III IN SPORT AND RECREATION)

Unit 1 and 2

Subject Overview

Certificate III in Sport & Recreation allows students to develop a comprehensive skill set for employment in the Sport & Recreation industry. Students who complete this program obtain the relevant knowledge and skills to work independently in a variety of sport, fitness, or recreation roles and settings. Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR. When studying this course, students develop sport-specific knowledge and skill related to participation and coaching alongside the ability to complete general administration and customer service tasks.

In the first year ...

Units of Competency required for successful completion of this certificate over the 2 years include:

In Year 1, students:

- Provide First Aid
- Provide quality service
- Respond to emergency situations
- Conduct non instructional sport, fitness or recreation sessions
- Organise personal work priorities and development
- Provide equipment for activities
- Participate in conditioning for sport
- Use social media tools for collaboration and engagement
- Conduct sport, fitness or recreation events
- Participate in workplace health and safety

In Year 2, students:

- Facilitate groups
- Participate in WHS hazard identification, risk assessment & risk control
- Plan and conduct programs
- Educate user groups
- Conduct sport coaching sessions with foundation level participants

What knowledge and skills will I build?

- Develop the skills and knowledge required to support the operation of facilities.
- Assist in the planning and conducting of sport and recreation programs.
- Develop a comprehensive understanding of the Sport and Recreation industry.
- Enhance their employment prospects in the sport and recreation or related industries
- Gain a nationally recognised credential and make a more informed choice of vocation and career paths.

How will I be assessed?

For successful completion of Certificate III students need to demonstrate a satisfactory level of competency in ALL units covered over the 2 years of the program.

- Practical attendance and participation for all learning experiences
- Competency School based assessments
- Workbook entries
- Projects

What types of further study or careers could this subject lead on to?

- Certificate IV or Diploma in Sport and Recreation
- Higher education degrees at University
- Sports retail roles
- After school sports programs
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Sports coaching assistant roles
- Outdoor recreation assistant roles

What else do I need to know?

Attendance on practical learning experiences is compulsory. Excursions to support learning may incur a cost. In the second year, there is a subject levy. Starting in 2023, the first year (Year 11) class will run as a four hour session from 1:00PM until 5:00PM each Wednesday and may also have students from other schools. The second year of the program will run in the regular timetable.

This program is delivered in partnership with IVET Institute.





VET COMMUNITY SERVICES

Unit 1 and 2

Subject Overview

This subject is designed to cover three keys areas of the community services industry so that students can gain an understanding of the diverse sectors and upon successful completion move into a specialised area of their choice.

The VET/VCE Community Services program gives students the opportunity to gain both theoretical knowledge and practical skills. It allows them to demonstrate competency in a range of areas and prepares them to work in various settings within the Community Services industry.

The course covers three main areas:

- Childcare
- Elderly care
- Disability care

What knowledge and skills will I build?

- Prepare for work in the Community Services sector
- Work with others
- Follow policy procedures and programs of an organisation
- Follow WHS safety procedures to direct care work
- Communicate with people accessing the services of the organisation
- Operate under a casework framework
- Deliver service to clients
- Identify and address specific client needs
- Work effectively in the community service sector & work with young people.

How will I be assessed?

You will be assessed on a combination of knowledge-based and practical assessments

What types of further study or careers could this subject lead on to?

Community Health Support Worker	Neighbourhood Centre Manager
Youth Support Worker	Childcare Worker
Residential Support Worker	Social Worker
	Educational Assistant
Volunteer Co-ordinator	

What else do I need to know?

This course will be offered on the Wednesday afternoons (1:30-4:30) and may include students from other schools.

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/communityservices.aspx>

This program is delivered in partnership with IVET Institute.



BIOLOGY

BIOLOGY

Unit 1 and 2

Subject Overview

Units 1 and 2 enables students to investigate the processes involved in sustaining life at cellular, system and organism levels, as well as the evolution of life on Earth over time. The study explores how genetic variation occurs, and how this variation contributes to biodiversity. The study also introduces students to concepts of molecular and contemporary biology, and the applications used by society to resolve problems and make advancements.

UNIT 1

Students will study different types of cells, including their size, structure and function. They will explore the structure of plasma membranes, and investigate how substances move across these membranes. Students will also study a variety of systems in plants and animals, and apply their understanding of feedback loops to the regulation of these systems. Students will plan and carry out a scientific investigation, interpret their data, and make a scientific conclusion.

UNIT 2

Students will study the basis of genetics including genomes, genotypes, phenotypes, and patterns of genetic inheritance. They also investigate reproductive strategies, and explore how genetic variations that arise through mutation and reproduction contribute to adaptations that support survival. Students apply this knowledge to the relationships between organisms within ecosystems.

What knowledge and skills will I build?

- Understanding of key biological models, theories and concepts
- Investigation skills
- Informed perspective on contemporary science-based issues
- Research, ethical and safety principles
- Communication

How will I be assessed?

- Practical investigations
- Research posters
- Data analysis
- Coursework
- Topic tests
- End of year exam

What types of further study or careers could this subject lead on to?

Chemistry                      Psychology  
Biology                        Physics  
Environmental Science

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx>

Unit 3 and 4

Subject Overview

In undertaking Units 3 and 4, students study nucleic acids and proteins as key molecules in cellular processes and examine the nature of biochemical pathways. Students apply their knowledge of these structures to a range of genetic modification technologies that are used to manipulate DNA. They explore key biological processes that sustain life and respond to pathogens. Students also consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool, including technological developments. Students examine the human fossil record and the interrelationships between human biological and cultural evolution.

UNIT 3

Students study the synthesis and structure of nucleic acids and proteins, and the role of enzymes in regulating a range of biological processes. They explore gene structure and regulation, and use their understanding to investigate a range of DNA manipulation technologies that are used by scientists. They also explore the key biochemical pathways of photosynthesis and respiration, and undertake a range of practical investigations to explore factors that impact these processes.

UNIT 4

Students study the way organisms respond to antigens and fight pathogenic infections. They apply this knowledge to the acquiring of immunity, and consider strategies and challenges to addressing disease outbreaks. Students also study the changes in the genetic makeup of a population and in biodiversity over time (including human change), and determine relatedness between species.

Students design and carry out a practical investigation that requires them to identify an aim, develop a question, formulate a hypothesis and plan a course of action.

What knowledge and skills will I build?

- Apply models, theories and concepts
- Use the language and methodologies
- Investigation skills
- Informed perspective on contemporary science-based issues
- Research, ethical and safety principles
- Communication

How will I be assessed?

- Practical investigations
- Analysis of data
- Scientific Posters
- Coursework
- Unit Tests
- End of year exam

What types of further study or careers could this subject lead on to?

Agriculture                      Forensic science  
Biochemistry                      Medicine  
Dentistry                        Nursing  
Environmental studies              Oceanography  
Food technology                      Pharmacy

What else do I need to know?

Excursions may incur an additional cost.

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx>



## CHEMISTRY

## Unit 1 and 2

## Subject Overview

In VCE Chemistry Units 1 and 2 students learn how matter is organised and interacts through chemical reactions. The course provides the opportunity for independent and collaborative work through experimentation, literature reviews and through hands on approach and simulation.

## UNIT 1

Students will study the elements and the periodic table, metals, ionic compounds, and how to quantify atoms and compounds. They investigate materials from molecules, carbon lattices and carbon nanomaterials, organic compounds, and polymers, and are introduced to ways that chemical quantities are measured. Students consider how sustainable products are being produced, and learn to use chemistry terminology and symbols to represent observations gained through a range of practical investigations.

## UNIT 2

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. The investigation requires the student to develop a research question, undertake an experiment to collect data, interpret the data and reach a conclusion

## What knowledge and skills will I build?

- Understand the various fields of chemistry
- Chemistry's social, ethical and political impact
- Scientific Questioning
- Experimental Analysis
- Develop and evaluate hypothesis and methodologies
- Applying content knowledge to real life applications.

## How will I be assessed?

- Practical investigations
- Research posters
- Data Analysis
- Coursework
- Unit Exams

## Which subjects from Year 10 does this follow on from?

Core Science: Physics/Chemistry and Science Investigations.



## CHEMISTRY

## Unit 3 and 4

## Subject Overview

In Units 3 and 4 students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process. They look at energy options and their resources, and the minimisation of their impact upon the environment. Students develop their use of the language and conventions of chemistry related to reactions and laws. They also look at how the carbon atom has unique characteristics that explain the diversity and number of organic compounds. Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

## UNIT 3

Students will study the method of obtaining energy from fuels, fuel choices, galvanic cells as a source of energy, and fuel cells as a source of energy. Through this they then investigate the rate and extent of chemical reactions, the production of chemicals by electrolysis, and rechargeable batteries.

## UNIT 4

Students will study the structure and nomenclature of organic compounds, their categories, properties and reactions, and conduct an analysis. They use this to investigate key food molecules, the metabolism of food in the human body, and the energy content of food. The investigation requires the students to identify an aim, develop a question, formulate a hypothesis and plan a course of action.

## What knowledge and skills will I build?

- Apply models, theories and concepts
- Use the language and methodologies
- Investigation skills
- Informed perspective on contemporary science-based issues
- Research, ethical and safety principles
- Communication

## How will I be assessed?

- Practical investigations
- Analysis of data
- Scientific Posters
- Coursework
- Unit Tests
- End of year exam

## What types of further study or careers could this subject lead on to?

Agriculture	Food technology
Biochemistry	Nursing
Dentistry	Pharmacy
Engineering	Medicine
Environmental studies	

## What else do I need to know?

You will need a scientific calculator for this course. Chemistry requires you to do a lot of mathematics.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx>

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE

Unit 1 and 2

Subject Overview

In Units 1 and 2, students are introduced to the structures and interactions between Earth’s systems, and consider how these interactions impact environmental conditions at local and global levels. Students consider the natural history of Earth, as well as explore the impacts of human activities on the environment. Students explore issues that pose challenges to humans, including pollution and food security.

UNIT 1

Students will examine the processes and interactions occurring within and between Earth’s four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere and focus on how ecosystem functioning can influence many local, regional and global environmental conditions. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors to responsible management of challenges related to natural and human-induced environmental change.

UNIT 2

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth’s air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water. Students conduct a self-directed investigation into how science can be applied to address Earth’s capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

What knowledge and skills will I build?

- Understanding of key environmental models, theories and concepts
- Field work and investigation skills
- Research, ethical and safety principles
- Communication.

How will I be assessed?

- Fieldwork
- Scientific Posters
- Group work
- Course work
- Unit tests

What types of further study or careers could this subject lead on to?

Environmental scientist	Conservationist
Policy advisor	Ecologist
Outdoor educator	Forester

Which subjects from Year 10 does this follow on from?

Science (Core): Environmental & Biology, Science Investigations.

What else do I need to know?

This subject involves field trips that may incur a fee.

Unit 3 and 4

Subject Overview

In Units 3 and 4, students apply their understanding of Earth’s structure and interconnections to strategies to address human impacts on the environment. They learn about sustainability as well as strategies to minimise biodiversity losses and reducing threats to endangered species. Students explore a range of renewable and non-renewable energy sources, and consider how scientific decision-making can be informed by environmental knowledge.

UNIT 3

In Unit 3 students focus on environmental management through applying sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use case studies to explore management at an Earth systems perspective.

UNIT 4

In Unit 4, students explore different factors that contribute to the variability of Earth’s climate and that can affect living things, human society and the environment at different scales. Students compare renewable and non-renewable energy resources, in order to evaluate the suitability and consequences of their use in terms of sustainability. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

What knowledge and skills will I build?

- Understanding of key environmental models, theories and concepts
- Field work and investigation skills
- Data collection and analysis
- Research, ethical and safety principles
- Communication
- Group work.

How will I be assessed?

- Written responses to secondary data
- Written response addressing an environmental issue
- Analysis and evaluation of a case study
- Evaluation of a response to a given scenario
- Scientific Poster
- End of year exam

What types of further study or careers could this subject lead on to?

Agriculture	Geologist
Environmental Science	Meteorologist
Forestry	Urban and Regional Planning

What else do I need to know?

This subject involves field trips that may incur a fee.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx>



PHYSICS

PHYSICS

Unit 1 and 2

Subject Overview

Physics seeks to understand and explain the physical world by examining models and ideas which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. In Units 1 and 2 students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter, as well as explore the power of experiments in developing models and theories.

UNIT 1

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.

UNIT 2

Students explore the power of experiments in developing models and theories and investigate a variety of phenomena by conducting scientific investigations. Students apply their investigation skills to a variety of concepts including forces and energy, and choose from a range of contemporary societal issues to pursue an area of interest and use their physics knowledge to justify their stance.

What knowledge and skills will I build?

- Apply physics models, theories and concepts
- Language and methodologies of physics
- Investigation skills
- Research, ethical and safety principles
- Communication

How will I be assessed?

- Practical activities and reports
- Research reports
- Coursework
- Unit tests
- End of Year Examination

Which subjects from Year 10 does this follow on from?

Science (Chemistry/Physics)

What else do I need to know?

You will require a scientific calculator for this course.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Physics.aspx>

Unit 3 and 4

Subject Overview

In Units 3 and 4 students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Students also explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.

UNIT 3

Students will study gravitational, electrical and magnetic fields, their interactions and effects, and look into the application of field concepts. They investigate the generation and transmission of electricity, Newton's laws of motion, Einstein's theory of special relativity, and the relationships between force, energy and mass.

UNIT 4

Students will study the properties of mechanical waves, light as a wave, the behaviour of light, matter as particles or waves, similarities between light and matter, and the production of light from matter.

The investigation component requires the students to identify an aim, develop a question, formulate a hypothesis and plan a course of action. For further details, please read the VCAA Study Design.

What knowledge and skills will I build?

- Apply physics models, theories and concepts
- Language and methodologies of physics
- Investigation skills
- Research, ethical and safety principles
- Communication

How will I be assessed?

- Practical activities and reports
- Research reports
- Coursework
- Unit tests
- End of Year Examination

What types of further study or careers could this subject lead on to?

Physicist	Technician
Medical Radiographer	Space Scientist
Civil Engineer	Avionics
Astronomer	Engineer
Electronics Specialist	Architect

What else do I need to know?

You will require a scientific calculator for this course.

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Physics.aspx>

PSYCHOLOGY

PSYCHOLOGY

Unit 1 and 2

Subject Overview

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach, and explores the connection between the brain and behaviour. In these units students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore a range of psychological and social factors that affect human behaviours, at the individual and group levels, including the impact of stereotypes and discrimination.

UNIT 1

Students examine the complex nature of psychological development and the contribution that classical and contemporary knowledge has made to an understanding of psychological development and models and theories. Students 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. They also conduct a self-directed research investigation into contemporary psychological research.

UNIT 2

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. They are given an opportunity to explore the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups as well as strategies to reduce these. Students also explore the positive and negative influences of different media sources on an individual's mental wellbeing and group behaviour.

What knowledge and skills will I build?

- Apply models, theories and concepts
- Language and methodologies of psychology
- Investigation skills
- Research, ethical and safety principles
- Communication

How will I be assessed?

- Annotated folio of practical activities
- Research reports
- Practical Reports
- Coursework
- Unit Tests
- Exams

Unit 3 and 4

Subject Overview

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. Students examine the concept of stress and how it can impact mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

UNIT 3

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. They explore how stress may affect a person's psychological functioning, as well as mechanisms of learning and memory that lead to the acquisition of knowledge.

UNIT 4

Students explore the demand for sleep and the influences of sleep on mental wellbeing, including the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, and explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

What knowledge and skills will I build?

- Apply models, theories and concepts
- Language and methodologies of psychology
- Investigation skills
- Research, ethical and safety principles
- Communication

How will I be assessed?

A range of School-Assessed Coursework and an end-of-year exam.

What types of further study or careers could this subject lead on to?

Counsellor                      Police officer  
Community and social    Teacher  
services  
Psychologist

What else do I need to know?

For further details, please read the VCAA Study Design  
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Psychology/Pages/Index.aspx>





VET LABORATORY SKILLS -  
CERTIFICATE III IN LABORATORY SKILL

Unit 1 and 2

Subject Overview

VET Laboratory Skills is a designed to train students in the skills and knowledge required to be able to work in a laboratory setting. This course is delivered over two years and at the end of the program, students are given a Cert. III qualification; allowing them to work in various laboratory settings throughout all of Australia.

- Provide participants with the knowledge and skills to achieve competencies that will enable them to perform a specific range of laboratory operations across a range industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

The units of competency covered over the two years are:

Laboratory Skills  
Units 1 and 2 (VSL1 / VSL2)

In the first year of Laboratory Skills has a strong focus on chemistry with learning the basics of equipment, techniques, practices and safety in the lab.

In Units 1 & 2, students:

- Participate in environmentally sustainable work practices
- Communicate with other people
- Plan and conduct laboratory/field work
- Maintain the laboratory/field workplace fit for purpose
- Record and present data
- Receive and prepare samples for testing
- Participate in laboratory or field workplace safety
- Perform basic tests

Laboratory Skills Units 3 and 4  
(VSL3 / VSL4)

In the second year of the program, there is a focus on biological tests especially around cultures and microscopy along with continued work on preparing solutions.

In Units 3 & 4, students:

- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Prepare working solutions
- Perform microscopic examination
- Prepare bacterial cultures on differential media

What knowledge and skills  
will I build?

- Understanding of scientific and technical language and methodologies
- Investigation skills
- Safety and sustainability principles
- Technical and practical laboratory skills
- Communication
- Data recording and presentation principles

What types of further study or  
careers could this subject lead on to?

Agriculture	Medicine
Biochemistry	Nursing
Environmental Studies	Oceanography
Forensic Science	Pharmacy
Food Technology	Winemaking
Laboratory Technician	



APPLIED COMPUTING

SOFTWARE DEVELOPMENT

Unit 1 and 2

Subject Overview

This course aims to equip students to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems. Students focus on the application of the problem-solving methodology to create digital solutions that meet specific needs. They also consider the threats to data, information and software security that exist in modern society. The study is underpinned by four key concepts: digital systems, data and information, approaches to problem solving and interactions and impact.

UNIT 1

In this unit students focus on how data and information can be used to meet a range of users' current and future needs. They use a programming language to develop working software solutions.

UNIT 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified. They propose strategies for reducing security risks to data and information in a networked environment. Students continue developing their programming skills using the problem solving methodology.

What knowledge and skills will I build?

- Programming skills
- Use a software tool to create data visualisations
- Research and investigation of network security and solutions
- Ability to work with others to propose and build an innovative solution.

How will I be assessed?

Suitable tasks for assessment in this unit may be selected from the following:

- Responding to case studies to create working solutions using a programming language
- Using digital systems and techniques, create an innovative solution in response to a need
- Visual and oral presentations
- Written reports

Which subjects from Year 10 does this follow on from?

Computer Programming and Information Technology.

Unit 3 and 4

Subject Overview

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. Software Development equips students with the knowledge and skills required to adapt to a dynamic technological landscape. Students build capabilities in critical and creative thinking and they are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

UNIT 3

Students develop working software modules using an object-oriented programming language, typically the same language used in Units 1 & 2. They apply the problem solving methodology and reinforce their understanding of analysis, design and development. Students analyse a need or opportunity and interact with a client to plan and design a software solution. Area of Study 2 forms the first part of a School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

UNIT 4

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. Students apply the problem-solving stages of development and evaluation to develop their preferred design from Unit 3 Outcome 2 into a working solution. They examine the security practices of organisations and evaluate the risks to software and data during the development.

What knowledge and skills will I build?

- Analytical skills
- Critical and creative thinking
- Practical knowledge of digital applications and software creation

How will I be assessed?

- Minor / major programming solutions
- A written/visual report
- End of year exam

What types of further study or careers could this subject lead on to?

Computer Science	Engineering
Information Technology	Robotics
Network Security	Nanotechnology
Cybersecurity	STEM courses

What else do I need to know?

Software Development is ideal for students with strong logic and mathematical skills.

Equipment needed: laptop and digital storage items (SD cards and external HDD).

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/appliedcomputing-softwaredevelopment/Pages/index.aspx>



FOOD STUDIES

FOOD STUDIES

Unit 1 and 2

Subject Overview

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

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

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

UNIT 1

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

UNIT 2

Students investigate food systems in contemporary Australia. Student explore commercial food production industries and food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

What knowledge and skills will I build?

- Practical food-handling and preparation skills.
- Kitchen safety
- Principles of nutrition, food science and sensory evaluation to food preparation

How will I be assessed?

A range of practical activities as well as a combination of oral, group and written Assessment Tasks

What types of further study or careers could this subject lead on to?

Baker	Dietitian	Nutritionist
Cook	Food	
Chef	Technologist	

Unit 3 and 4

Subject Overview

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

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

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

UNIT 3

In this unit students investigate the many roles and everyday influences of food. Students 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 digestion, and the role of diet on gut health. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

UNIT 4

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Students study 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 practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students study issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

What knowledge and skills will I build?

- Practical food-handling and preparation skills.
- Kitchen safety
- Principles of nutrition, food science and sensory evaluation to food preparation

How will I be assessed?

A range of practical activities as well as a combination of oral, group and written Assessment Tasks.

What types of further study or careers could this subject lead on to?

Hospitality and food manufacturing industries.

What else do I need to know?

For further details, please read the VCAA Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/index.aspx>

PRODUCT DESIGN AND TECHNOLOGY: MATERIALS

Unit 1 and 2

Subject Overview

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

UNIT 1

This Unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

UNIT 2

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

What knowledge and skills will I build?

You will learn to implement design thinking processes and apply it to the development of products in a range of contexts. You will learn practical skills of working with a range of materials, prototyping, design and evaluation of products against a design brief.

How will I be assessed?

A major assessment is the completion of a design portfolio in response to a brief to meet the needs of a client.

Which subjects from Year 10 does this follow on from?

Product Design.

What types of further study or careers could this subject lead on to?

Electrical, Mechanical, Carpentry and Systems Furniture Designer Engineering

Product designer

What else do I need to know?

Product Design: Materials involves working in a workshop using wood, metal and electrical machinery. Students may need to source their own specialist materials depending on their designs.

PRODUCT DESIGN AND TECHNOLOGY: MATERIALS

Unit 3 and 4

Subject Overview

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

UNIT 3

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

UNIT 4

In this unit students engage with an end-users to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

What knowledge and skills will I build?

You will learn to implement design thinking processes and apply it to the development of products in a range of contexts. You will learn practical skills of working with a range of materials, prototyping, design and evaluation of products against a design brief.

How will I be assessed?

A major assessment is the completion of a design portfolio in response to a brief to meet the needs of a client.

What else do I need to know?

Product Design: Materials involves working in a workshop using wood, metal and electrical machinery. Students may need to source their own specialist materials depending on their designs.

For further details, please read the VCAA Study Design.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>



SYSTEMS ENGINEERING

SYSTEMS ENGINEERING

Unit 1 and 2

Subject Overview

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

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems.

UNIT 1

Unit 1 introduces fundamental mechanical engineering principles and the components required when producing an operational system. This unit focuses on mechanical systems. This includes how simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically.

Students will make a model or develop a prototype to test aspects of a mechanical system of their own design. They test and modify the system and report on its success by responding to their previously established evaluation criteria.

UNIT 2

This Unit will focus on electro-technological engineering principles and the components and materials that make operational electro-technological systems.

Students produce, test, diagnose and evaluate operational electro-technological systems. Using the systems engineering process, students use a range of materials, tools, equipment, machines and components and manage identified risks while producing the system designed.

What knowledge and skills will I build?

You will develop an understanding of the systems engineering process and factors that influence the creation, development and assessment of integrated electromechanical systems.

How will I be assessed?

A major assessment is the completion of a design portfolio in response to a brief to meet the needs of a client.

Which subjects from Year 10 does this follow on from?

Systems Engineering.

What types of further study or careers could this subject lead on to?

Electrical	Software and Systems Engineering
Mechanical	

What else do I need to know?

Systems Engineering involves working in a workshop using wood, metal and electrical machinery. Students may need to source their own specialist materials depending on their designs.

Unit 3 and 4

Subject Overview

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

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems.

UNIT 3

This unit develops understanding of engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro-technological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students will begin work on an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

UNIT 4

In this Unit, students will complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. This will include investigating new and emerging technologies, considering reasons for their development and analyse their impacts. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly.

What knowledge and skills will I build?

You will develop an understanding of the systems engineering process and factors that influence the creation, development and assessment of integrated electromechanical systems.

How will I be assessed?

A major assessment is the completion of a design portfolio in response to a brief to meet the needs of a client.

What else do I need to know?

Systems Engineering involves working in a workshop using wood, metal and electrical machinery. Students may need to source their own specialist materials depending on their designs.

VET CONSTRUCTION PATHWAYS

Unit 3 and 4

Subject Overview

This course serves as an introductory course for students that may wish to pursue a career in the construction industry or who just want to learn about construction principles. This course provides partial completion of the VET Certificate II in Building and Construction. This course provides foundational skills that will help students that wish to pursue an apprenticeship in construction or bricklaying.

This program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employments
- Prospects in the building and construction or related industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career path.
- This two year course leads to trade qualification pathways including General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry-Framework/Formwork/Finishing.

Some of the units covered in this certificate are:

- Work safely in the construction industry
- Workplace safety and site induction
- Provide basic emergency life support
- Building structures
- Calculations for the construction industry
- Prepare for work in the construction industry
- Communication skills for the construction industry
- Introduction to scaffolding and working platforms
- Levelling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Further units are offered from the subject's various elective banks.

VET CONSTRUCTION PATHWAYS

What knowledge and skills will I build?

- Safe work principals
- Carpentry
- Painting
- Bricklaying
- Work related documentation.

How will I be assessed?

Assessments are combination of knowledge and practical assessments to demonstrate competency for each unit.

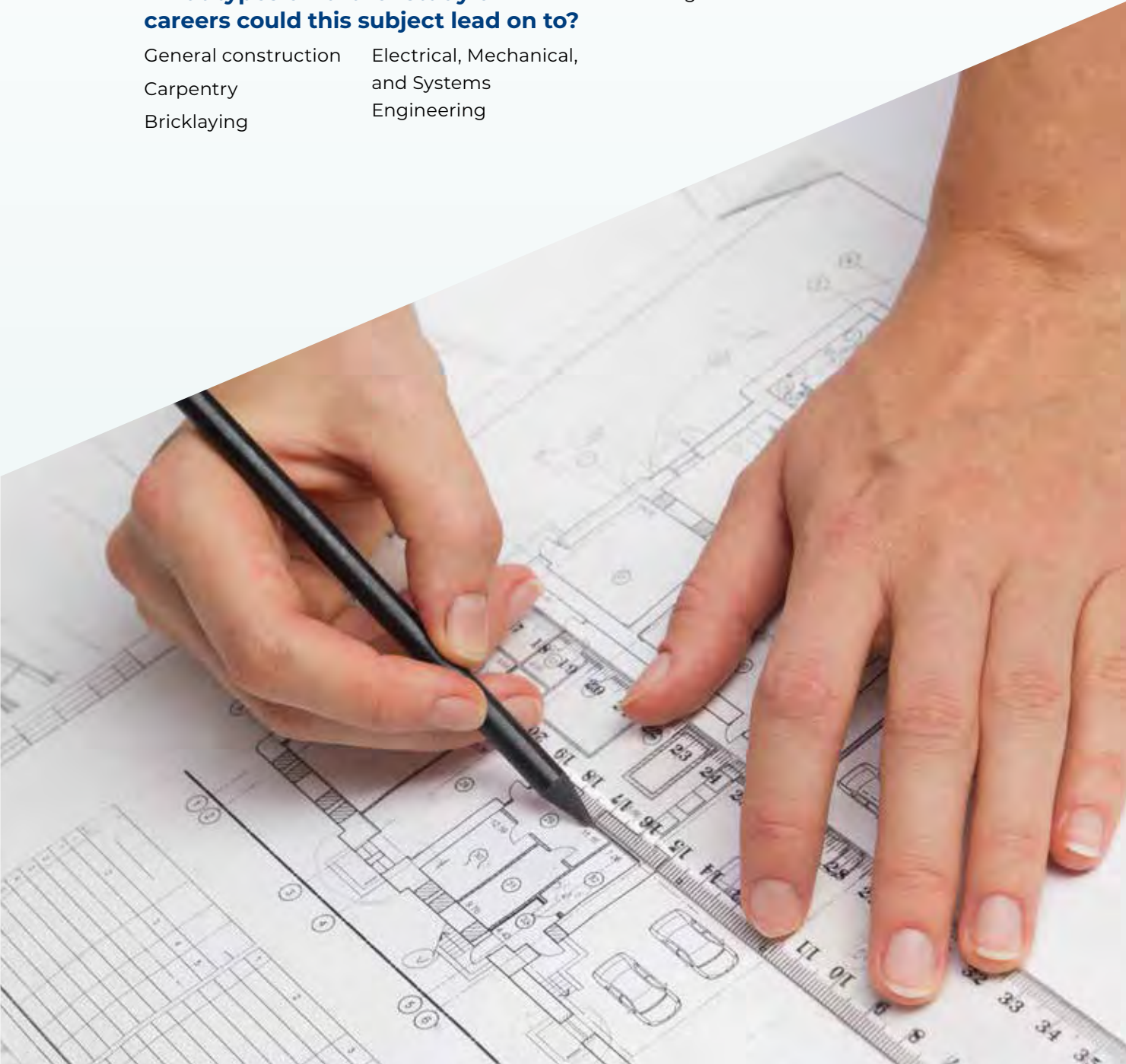
What types of further study or careers could this subject lead on to?

General construction	Electrical, Mechanical, and Systems Engineering
Carpentry	
Bricklaying	

What else do I need to know?

Occupational Health and Safety (OHS) Requirements:

Students and parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which may include the tying back of hair and the wearing of overalls, eye protection, hearing protection, dust / particle masks and solid, black, fully enclosed, safe, leather school shoes. This program is delivered in partnership with The Australian Institute of Education and Training







Respect  
Achievement  
**Responsibility**  
Enjoyment



**MILL PARK**  
SECONDARY COLLEGE

**Middle Years Campus**

9-25 Moorhead Drive  
Mill Park VIC 3082  
T +613 9407 9700

**Senior Campus**

19-33 Civic Drive  
Epping VIC 3076  
T +613 (03) 9409 8222

E [mill.park.sc@education.vic.gov.au](mailto:mill.park.sc@education.vic.gov.au)