



killester college
a Catholic School for Girls

2023
VCE Curriculum
Student Handbook

Contents

<u>Principal's Message</u>	2
<u>Introduction</u>	3
<u>Key Dates</u>	4
<u>Support Available</u>	5
Victorian Certificate of Education	
<u>Overview</u>	6
<u>Following your interests</u>	7
<u>Assessment</u>	8
<u>Acceleration</u>	8
Victorian Certificate of Education (Vocational Major)	
<u>Overview</u>	9
<u>VCE (VM) subjects offered in 2023</u>	10-17
<u>VCE (VM) course of study planner</u>	18
Victorian Pathways Certificate	
<u>Overview</u>	19
<u>Vocational Education & Training</u>	20
<u>VCE Higher Education Studies</u>	21
<u>Subject Selection</u>	22
<u>VCE subjects offered in 2023</u>	24
<u>VCE course of study planner</u>	25
<u>VCE subject descriptions (alphabetical order)</u>	26-95
<u>Frequently Asked Questions</u>	96
<u>2023 Year 11 Subject Codes</u>	98



Principal's Message

The final years of schooling are an exciting and challenging time for students. Our core values of hope, courage and compassion are a particular focus in our partnership with families as we work together to establish rich and rewarding pathways for students beyond their schooling at Killester.

Commencing with a careers focus as part of the Year 9 Wonder program, our pathways conversations with students and families begin as students are offered the opportunity to create for themselves a learning program that celebrates and enriches their individual gifts, and challenges them to extend themselves to reach their capacity to flourish.

At Year 10 the Dare to Dream week offers students an insight into their own capabilities that the exhaustive Morrisby Career Program presents. They meet with alumni and hear of their array of experience and knowledge in their vast industry experience. Students prepare for interviews and commence planning for their own program development into the senior years.

Students and families meet with members of our highly skilled careers and programs teams so they can develop a program that meets their individual needs, interests and skills. The variety of subjects and program options for senior students at Killester is something of which we are immensely proud as we do all we can to ensure each and every student is afforded the opportunity to develop their own God given talents.

In Years 11 and 12 students choose a highly individualised program that caters to them; they choose from the VCE, VCE Vocational Major and VET offerings to ensure they are both challenged and educated in their particular field of interest.

Our vision at Killester is to prepare young people who have the skills and confidence to enter the world with a deep desire to do their very best for themselves and their wider community.

Sally Buick
Principal



Introduction

As a Catholic School in the Brigidine tradition, Killester College strives to create a dynamic learning environment which provides a strong, progressive education in the Catholic tradition, preparing students to successfully navigate and contribute to the ongoing and emerging needs of our world.

Killester College supports all students to select a pathway that best suits their interests and abilities therefore learning becomes more purposeful and future focussed. Pathways planning aims to broaden each student's options through the making of informed choices. This involves:

- Consultation and a conversation with significant people in the student's life
- Research into Pathways options
- Realistic assessment of strengths
- Recognition of each student's likes and wants

This is an important time for you, as students, as you enter the final stages of your secondary schooling. Selecting subject preferences for Year 11 or 12 is an exciting time, and allows you to engage with your strengths, talents and interests in crafting a meaningful pathway plan. The range of choices available to you can also make this a daunting process so the following questions are useful when considering your preferences:

- How do I know what I will want to do (study, work, travel) in one or two years?
- What if I change my mind?
- How do I know what studies are going to complement my interests?
- How do I know what studies are going to give me a good ATAR?
- What if I don't get a good ATAR, and what is a 'good' ATAR?

Fortunately, the choices that you make now, do not bind you for life. So, relax and take the time to really consider what you like, what you are good at and what field of study or work you are interested in pursuing after school.

There is no magic trick to achieving a good ATAR - it is calculated on your overall performance across your Unit 3 & 4 studies. Therefore, undertaking subjects that you enjoy, are interested in and are good at is wise, as usually these are the studies that you will perform best in.

Do what you
love
what you do.



Key Dates

7 June	Online booking sheets for Year 10 into 11 Pathways Interviews open
21 June	Year 10 Pathways Interviews commence (running from 21-23 June)
23 June	<i>2023 VCE Curriculum Handbook</i> available on the College website
23 June	<i>2023 VCE Curriculum Handbook</i> distributed to students
25 June	Semester 1 Results available on SEQT
14 July	Student Briefing on VCE (Period 4) Senior Pathways Expo VCE Information Night
15 July	Online Applications Open - 10:00am
2 August	Online Applications Close - 9:00am Applications to undertake a Unit 3 & 4 in Year 11 due
4 August	Year 10 into 11 Subject Selections printed and cross-checked



Support Available

The following staff can assist you with your Year 11 or Year 12 subject selections:

Mr Steve McPhail smcphail@killestervic.edu.au	Assistant Principal - Learning & Teaching
Miss Samantha Powell spowell@killestervic.edu.au	Assistant Principal - Students (Years 10-12)
Ms Alison Pickard apickard@killestervic.edu.au	Senior Programs Leader
Ms Lucinda Nolan lnolan@killestervic.edu.au	Senior Strategy Leader
Ms Nicole Stott nscott@killestervic.edu.au	VET & VCAL Leader
Ms Zoe Anderson zanderson@killestervic.edu.au	Careers & Pathways Educator
Mrs Diane Braiden dbraiden@killestervic.edu.au	Learning Inclusion Leader
Mrs Helen Eglezos heglezos@killestervic.edu.au	Learning Inclusion Leader
Mr Mark Vickery mvickery@killestervic.edu.au	Digital Technologies Learning Leader
Mr Mark Pudney mpudney@killestervic.edu.au	Design Technologies Learning Leader
Mrs Kris Evans kevans@killestervic.edu.au	English Learning Leader
Mr Troy Brodie tbrodie@killestervic.edu.au	Health and PE Learning Leader
Miss Isabelle Maroun imaroun@killestervic.edu.au	Humanities Learning Leader
Mrs Lily Gallo lgallo@killestervic.edu.au	Languages Learning Leader
Mr Luke Martin lmartin@killestervic.edu.au	Mathematics Learning Leader
Miss Jenna Cronin jcronin@killestervic.edu.au	Performing Arts Leader
Ms Brigitte Garofalo bgarofalo@killestervic.edu.au	RE Learning Leader
Mrs Tanya McAllister tmcallister@killestervic.edu.au	Science Learning Leader
Mrs De Leggo dleggo@killestervic.edu.au	Visual Arts Learning Leader



Victorian Certificate of Education (VCE)

What is a VCE program?

A VCE program is a set of semester-long units undertaken over a minimum period of two years. This program is to be designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA) and within Killester College policies.

What must I include in my program?

To obtain your VCE, you **must** satisfactorily complete a **minimum of 16 units**. Regardless of how many units you do in total, you **must** satisfactorily complete:

1. **At least three units** from the English group, **including a Unit 3 and 4 sequence** listed below:
 - o English Units 1-4
 - o EAL Units 3-4
 - o Literature Units 1-4
2. An **additional three sequences** of Unit 3 and 4 studies

KILLESTER COLLEGE POLICIES

At Killester College, Year 11 students will take **six studies**, including at least one of English and/or Literature, plus one Religious Education unit.

Year 12 students will take **five Unit 3/4** studies including English/EAL and/or Literature, plus one Religious Education unit. Year 12 students can opt to undertake Unit 3 and 4 Texts & Traditions as one of their five studies.

At Killester College a VCE program or course of study over the two years must include:

- four units of English
- at least two Religious Education units (one VCE unit and one Killester College Unit or VCE RE)

Students may choose to complete a VET (Vocational Education and Training) course in conjunction with their VCE studies. It should be noted that VET classes may clash with VCE studies timetabled at Killester. In addition, please note that VET studies attract an additional fee charge.



Following your interests

There are three important considerations when choosing a VCE program. These are:

- Choose subjects you will most likely succeed in (these are usually subjects of **INTEREST**)
- Choose subjects that you are most likely to enjoy (you will be **INTERESTED** in these)
- Check the prerequisites for university or TAFE courses of **INTEREST** to you.

Where a career pathway involves a university or TAFE course you should check whether there are any VCE prerequisites before finalising your VCE course.

Factors to consider in choosing subjects

Prerequisites

A prerequisite is a VCE unit or sequence of units that you must successfully complete to be eligible to apply for a particular course. For example, an Engineering Technology course might stipulate that Mathematical Methods and Physics Units 3 and 4 are prerequisites. This means that if you haven't successfully completed these units you will not be considered for entry into the course.

In some cases the prerequisite may stipulate not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, the selection officers will not consider you if your Study Score is less than 30 in Chemistry. If uncertain please check with the Careers Department.

The Australian Tertiary Admissions Rank (ATAR)

VTAC calculates the Australian Tertiary Admission Rank (ATAR) solely for the use of tertiary institutions to compare the overall performance of students who have completed different combinations of VCE studies.

The ATAR is calculated using scaled Unit 3 and 4 study scores by adding the following:

- Scaled score for English (or Literature)
- The next best three scaled subject scores
- 10% of the fifth study (and 10% of a sixth study if undertaken)

The ATAR is designed so that it should not affect a student's choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year. Scaling and strength of competition balance out. This leaves students free to choose their studies on the right kinds of educational grounds: **what they enjoy, what they are good at and what they need given their intended future studies or careers.**

For further information refer to www.vcaa.vic.edu.au



Assessment at Units 1 & 2

In addition to the S (satisfactory completion) or N (non-satisfactory completion) required by the VCAA for Units 1 and 2, the College provides more comprehensive information to students and their parents on the level of performance on the learning outcomes. This information is intended as diagnostic only, and is provided to assist the student in identifying her areas of strength and those needing improvement. These assessments do not contribute to the ATAR score.

Assessment at Units 3 & 4

Assessment of Units 3 and 4 takes place at two levels:

- i) S (satisfactory) or N (non-satisfactory) completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.
- ii) External assessment components of Units 3 and 4 are also given a grade indicating level of performance. These grades cover the following range: A+, A, B+, B, C+, C, D+, D, E+, E, and UG*
*UG (ungraded) indicates that performance on the assessment component did not meet the requirements to receive a grade.

Assessments awarded at Units 3 and 4 contribute to the ATAR score. Internal results are moderated against the common scale and are indicators only. VTAC uses the performance grades on the assessment components to create the ATAR and by tertiary institutions for selection purposes. To indicate the achievement of VCE students, an ATAR will be determined for each student who has completed at least four VCE studies including the compulsory English study at Unit 3 and 4 level, and who is completing at least one VCE study in the current year.

Acceleration in VCE

It is possible for students to accelerate their VCE by completing Unit 1 & 2 studies in Year 10, and Unit 3&4 studies in Year 11.

Specific subjects will be made available for acceleration, and Year 10 students wishing to participate must complete an Acceleration Application Form.

Approval will be granted on an individual basis, with consideration to the following criteria:

- Previous high achievement across all subjects
- Outstanding results in the relevant subject/area nominated for acceleration
- Student wellbeing
- Subject teacher and Learning Leader endorsement
- Relevance to student's Pathway plan



VCE Vocational Major (VM)

What is a VCE Vocational Major (VM) program?

A VCE Vocational Major (VM) program is a set of semester-long units undertaken over a minimum period of two years. This program is to be designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA) and within College policies, and is ***intended to prepare students for pathways in apprenticeships and traineeships, VET or entering the workforce beyond school.***

What must I include in my program?

To obtain your VCE Vocational Major (VM), you **must** satisfactorily complete a **minimum of 16 units**. Regardless of how many units you do in total, you **must** satisfactorily complete:

- **At least three units** of VM Literacy or VCE English, **including a Unit 3 and 4 sequence**
- **Three additional unit 3 and 4** sequences
- **Two Numeracy** or VCE Mathematics units
- **Two Work Related Skills** units
- **Two Personal Development Skills** units
- **180 nominal hours of VET** at Certificate II level or above*

Students can also include other VCE subjects and structured workplace learning in their program.

At Killester College, Year 11 students will take **six studies**, including at least one of VM Literacy or VCE English, and at least one school-based Religious Education unit.

Year 12 students will take **five Unit 3/4** studies including VM Literacy or VCE English, plus one school-based Religious Education unit.

At Killester College a VCE Vocational Major program over the two years must include:

- four units of Literacy or English
- at least two Religious Education units (both school-based Killester College Units)

*Please note that VET studies attract an additional fee charge.



VCE - Vocational Major

Subjects offered in 2023

(VM) Literacy

Rationale

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. By engaging with a wide range of text types and content students learn how information can be shown through print, visual, oral, digital and multimodal representations.

A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Structure & Unit Outline

This study is made up of four units.

Unit 1

In this unit students will develop their reading and viewing skills and expand their responses. Students will read and watch a variety of texts for a personal purpose, such as finding information, and to examine purpose, language and structures of different text types. Students develop their capacity to critically assess digital texts, and will explore reliability and effectiveness of websites in connecting with audiences and delivering information.

Unit 2

In this unit students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will engage with a range of content from print, visual, aural and multimodal sources. Students will practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions.

Unit 3

In this unit students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students will learn to recognise, analyse and evaluate the structures and will develop their confidence to deal with a range of technical content that they will encounter through adulthood, including information on an individual's rights and responsibilities within organisations, workplaces and vocational groups.

Unit 4

In this unit students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will consider which elements are important for creating a 'brand', and how different texts, images, products and multimedia platforms work together to produce one, central message. Students will also develop an oral presentation with a clearly stated vocational or personal focus.



Assessment

The student's performance in each outcome will be assessed using a variety of assessment tasks which provide opportunities for the practical application of each outcome.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Individual school decision on levels of achievement



(VM) Numeracy

Rationale

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

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

Structure & Unit Outline

This study is made up of four units.

Unit 1

In this unit students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. There are four areas of study for Unit 1:

- Number
- Shape
- Quantity and measures
- Relationships

Unit 2

In this unit students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. There are four areas of study for Unit 2:

- Dimension and direction
- Data
- Uncertainty
- Systematics

Assessment

Unit 3

In this unit students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. There are four areas of study for Unit 3:

- Number
- Shape
- Quantity and measures
- Relationships

Unit 4

In this unit students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. There are four areas of study for Unit 4:

- Dimension and direction
- Data
- Uncertainty
- Systematics



The student's performance in each outcome will be assessed using a variety of assessment tasks which provide opportunities for the practical application of each outcome.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Individual school decision on levels of achievement



(VM) Personal Development Skills

Rationale

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

Structure & Unit Outline

This study is made up of four units.

Unit 1: Healthy individuals

Areas of Study

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Unit 2: Connecting with community

Areas of Study

- What is community?
- Community cohesion
- Engaging and supporting community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate

the barriers and enablers to problem solving within the community.

Unit 3: Leadership and teamwork (available in 2024)

Areas of Study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4: Community project (available in 2024)

Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.



They will look at past approaches to the selected issue in Australia and elsewhere, consider how they

will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved.

Assessment

The student's performance in each outcome will be assessed using a variety of assessment tasks which provide opportunities for the practical application of each outcome.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Individual school decision on levels of achievement

Careers & Pathways

This study offers many opportunities for students to develop employability skills such as teamwork, cooperation, communication skills, problem solving skills and leadership which are desired in the workforce and in further education settings .



(VM) Work Related Skills

Rationale

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Structure & Unit Outline

This study is made up of four units.

Unit 1: Career and learning for the future

Areas of Study

- Future careers
- Presentation of career and education goals

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2: Workplace skills and capabilities

Areas of Study

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote

them through resumes, cover letters and interview preparation.

Unit 3: Industrial relations, workplace environment and practice (available in 2024)

Areas of Study

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Unit 4: Portfolio preparation and presentation (available in 2024)

Areas of Study

- Portfolio development
- Portfolio presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future



employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a

high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Assessment

The student's performance in each outcome will be assessed using a variety of assessment tasks which provide opportunities for the practical application of each outcome.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Individual school decision on levels of achievement

Careers & Pathways

This study offers opportunities for students to develop relevant skills, knowledge and capabilities which will increase their ability to gain employment or entry into further education and training.



VCE Vocational Major Course Planner

Year 11, 2023

Semester 1						
Subject 1 VM RE	Subject 2 (Literacy/English)	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7

Outside of school study (if applicable):

Semester 2						
Subject 1 VM RE	Subject 2 (Literacy/English)	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7

Outside of school study (if applicable):

Year 12, 2024

Semester 1						
Subject 1 VM RE	Subject 2 (Literacy/English)	Subject 3	Subject 4	Subject 5	Subject 6	Study Block

Outside of school study (if applicable):

Semester 2						
Subject 1 VM RE	Subject 2 (Literacy/English)	Subject 3	Subject 4	Subject 5	Subject 6	Study Block

Outside of school study (if applicable):



Victorian Pathways Certificate

What is a Victorian Pathways Certificate (VPC) program?

A Victorian Pathways Certificate (VPC) program is a set of semester-long units undertaken over a minimum period of two years. This program is to be designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA) and within College policies, and is ***intended to prepare students for pathways into entry level VET studies or the workforce beyond school.***

What must I include in my program?

To obtain your Victorian Pathways Certificate, you **must** satisfactorily complete a **minimum of 12 units**. Regardless of how many units you do in total, you **must** satisfactorily complete:

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

Students can also include VET, VCE subjects and structured workplace learning.

NOTE: The VPC is ***not suitable for all students*** and will only be offered to students on an as-needs basis.

Victorian Pathways Certificate

Students complete at least 12 units, including:

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

Students can also include VET, VCE subjects and structured workplace learning.

The VPC will not be suitable for all students and should be offered to students on an as-needs basis.



Vocational Education & Training (VET)

What is a Vocational Education & Training (VET) study?

A Vocational Education & Training (VET) course is an accredited vocational and education training program that students can complete as part of their VCE or VCE (Vocational Major). VET subjects allow students to gain practical skills in a particular field or industry by completing a nationally recognised qualification.

Students at Killester College can complete VET studies as a part of their wider program in Years 10, 11 and 12. These studies are usually completed over two years as part of a student's subject load, so should be commenced in Years 10 or 11. A VET certificate can contribute towards the completion of a student's senior secondary certificate, such as the Victorian Certificate of Education (VCE) or VCE Vocational Major (VCE - VM).

It is important to note the following in relation to VET courses offered by Killester College as part of VCE Studies:

- Enrolment in VET programs may result in additional costs for enrolment, tuition and materials at TAFE Institutions.
- Students are responsible for their own transport to and from TAFE/provider institutions.
- As the courses are offered in collaboration with other Catholic, government and private schools, students will often be involved in coeducational classes.
- All families are required to have a meeting with the VET Leader & Senior Programs Leader.

VET subjects

VET programs offer a diverse range of study areas, including allied health; building and construction; business; dance; fashion design and textiles; hair and beauty; hospitality; sport and recreation. Some of these subjects are offered on-site at Killester College, while others can be accessed through outside providers, in consultation with the College VET Leader.

Structured Workplace Learning

Structured Workplace Learning (SWL) is on the job training that allows VET students to develop their work skills and understand industry expectations.

SWL is sometimes a compulsory requirement of undertaking a VET course. This might involve students completing a work placement during school holidays or term time, where possible.



VCE Higher Education Studies

What is a VCE Higher Education Study?

The Higher Education Studies program is offered by Higher Education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing, are offered through this program.

An Extension Study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 percent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline

An Advanced Standing Study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 percent of a full-time first-year course
- is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Eligibility

In order to be eligible students must have completed a Unit 3 & 4 study in Year 11 and achieved a Study Score of over 40.

Students are selected by schools to participate in the program, taking into account selection guidelines provided by universities, which may include specific tests. The Principal of the school will be required to certify that selected students meet the specified criteria.



Subject Selection

The subject selection process at Killester College is intended to support and guide students and guardians to make informed choices when pathway planning and choosing courses of study and subjects. The process is designed to be collaborative and to have student voice at the centre.

Checklist

1. Here are some important questions to consider when selecting preferences for subjects:
 - *What are you good at and what do you like to do?*
 - *Are you clear about the things that interest you both at school and outside school?*
 - *Do you know the areas of your studies where you perform well and achieve good results?*
 - *Do you understand the role of the VCAA and VTAC and how they affect you?*
 - *Are you clear about what the ATAR is and how it is used for tertiary entry?*
 - *Are you aware of the various options available for senior student programs, including VCE, VET and VCE VM?*
 - *Do you know where you can access specialist advice about a study program should you need to?*
 - *What outside-of-school commitments (sporting, musical, academic) do you have that you need to consider when making your selection?*
2. Compile a list of the areas that you are interested in pursuing in your senior study program. Include in this list the jobs or careers that interest you, subjects that you are good at, and areas that are of interest to you. Your 'Morrisby Report' will help with this.
3. Investigate The Good Careers Guide online to examine jobs that interest you and possible career paths that appeal to you. Make a list of these careers and the skills they require, including any special requirements that relate to training or education.
4. Read the section of this handbook that contains details of the subjects offered by the College and also VET and VM offerings. Read the *Where to Now?* booklet to clarify the different pathways that are possible.
5. Use Course Search – accessible through the VTAC website (www.vtac.edu.au) – to check the course requirements for courses that you are interested in taking post school. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios, etc.
6. Discuss your proposed pathway with your parents and teachers. Make sure that you are clear that this is the pathway you wish to pursue, and are fully informed about what you need to do to be successful in exploring this option.
7. Complete the subject preferences form and submit it on time.



8. View the videos for each Learning Area and other support material provided by the Learning Area Leaders. Curriculum Handbooks will be released after the Information Evening. Students will undertake a Transition Program in November, during which time they will commence work for their subjects in 2023.

Please note: any requests for subject changes must be made by the end of the first week of classes in 2023. These requests must be made to the Senior Programs Leader. Please also note that subject changes are not guaranteed and may be limited due to timetable constraints and class sizes.

Important Subject Selection Considerations

1. Whilst the College intends to offer all studies listed in this guide for 2023, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a MINIMUM CLASS SIZE required for a class to be run.
2. It cannot be assumed that all students will receive all of their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. It is crucial that careful consideration is given to emergency preferences as this may be included in the allocation of your 2023 program.

For further information refer to www.vcaa.vic.edu.au



VCE Subjects offered in 2023

Units 1 & 2

Arts

[Art Creative Practice](#)
[Drama](#)
[VET Dance](#)
[Music Performance](#)
[Visual Communication & Design](#)

English

[English/EAL](#)
[Literature](#)

Health & Physical Education

[Health & Human Development](#)
[Physical Education](#)
[VET Health Support Services](#)
[VET Sport & Recreation](#)

Humanities

[Accounting](#)
[Australian & Global Politics](#)
[Business Management](#)
[Economics](#)
[History: Modern History](#)
[Legal Studies](#)

Languages

[Indonesian](#)
[Italian](#)

Mathematics

[Foundation Mathematics](#)
[General Mathematics](#)
[Mathematical Methods](#)
[Specialist Mathematics](#)

Religious Education

[Texts & Traditions](#) (Unit 1 only)

Science

[Biology](#)
[Chemistry](#)
[Physics](#)
[Psychology](#)
[VET Laboratory Skills](#)

Technologies

[Applied Computing](#)
[Food Studies](#)
[VET Kitchen Operations](#)
Product Design Technology: [Fashion](#) / [Wood](#)
[Media](#)

Units 3 & 4

Arts

[Art Creative Practice](#)
[Drama](#)
[Music Performance](#)
[Visual Communication & Design](#)

English

[English/EAL](#)
[Literature](#)

Health & Physical Education

[Health & Human Development](#)
[Physical Education](#)
[VET Sport & Recreation](#)

Humanities

[Accounting](#)
[Global Politics](#)
[Business Management](#)
[Economics](#)
[Legal Studies](#)

Languages

[Indonesian](#)
[Italian](#)

Mathematics

[Foundation Mathematics](#)
[General Mathematics](#)
[Mathematical Methods](#)
[Specialist Mathematics](#)

Religious Education

[Texts & Traditions](#)
[School-based RE](#)
[Religion & Society](#) (Unit 2 only)

Science

[Biology](#)
[Chemistry](#)
[Physics](#)
[Psychology](#)
[VET Laboratory Skills](#)

Technologies

[Applied Computing](#)
VET Fashion
[VET Kitchen Operations](#)
[Media](#)



VCE Course of Study Planner

Pathway: _____ Pre-Requisites: _____

Year 11, 2023

Semester 1						
Subject 1 Unit 1 Texts & Traditions	Subject 2 (English)	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7

Outside of school study (if applicable):

Semester 2						
Subject 1 Unit 1 Texts & Traditions	Subject 2 (English)	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7

Outside of school study (if applicable):

Year 12, 2024

Semester 1						
Subject 1 (RE)	Subject 2 (English)	Subject 3	Subject 4	Subject 5	Subject 6	Study Block

Outside of school study (if applicable):

Semester 2						
Subject 1 (RE)	Subject 2 (English)	Subject 3	Subject 4	Subject 5	Subject 6	Study Block

Outside of school study (if applicable):



VCE Subject Descriptions (alphabetical order)

Accounting

Rationale

The study of 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 (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial Accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.



Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance in each outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based)

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%

End-of-year examination 50%

Careers & Pathways

Financial Accounting, Management Accounting, Forensic/ Investigative Accounting, Taxation, Environmental Accounting, Management, Corporate or Personal Financial Planning, Business Advisory Services, Construction and Project Management, Importing and Exporting, Insurance, Journalism, Sales and Customer Service, Superannuation



Applied Computing & Data Analytics

Rationale

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

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

Structure & Unit Outline

The study is made up of four units.

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution

can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.



Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework, school-assessed task and end-of-year examination:

Unit 3 school-assessed coursework: 10%

Unit 3 school-assessed task: 15%

Unit 4 school-assessed task: 15%

Unit 4 school-assessed coursework: 10%

End-of-year examination: 50%

Careers & Pathways

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Each of the following four assessment tasks must be completed over Units 3 and 4:

- Design and development of a relational database
- Collection and analysis of data based on a student defined research question
- Design and development of a data visualisation based on a student defined research question
- Case study investigating data and information security strategies of an organisation.



Art Creative Practice

Rationale

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

Structure & Unit Outline

The study is made up of four units.

Unit 1

In Unit 1 students use experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Unit 2

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They

use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Unit 3

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and



informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Unit 4

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Art Creative Practice are as follows:

- Units 3 and 4 School-assessed Task: 60 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- end-of-year examination: 30 per cent.

Careers & Pathways

Animator/motion designer, art curator, artist, art lecturer, art teacher, creative director, event planner, fashion designer, interior designer, photographer, social media manager, user experience (UX) designer, user interface (UI) designer, video game designer.

historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and 4 as a sequence.

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.



Australian and Global Politics

Rationale

The study of VCE Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. Students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Students also consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Unit 3: Global actors

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: Global challenges

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

For each outcome select one or more of the following:

- a multimedia presentation
- a case study
- an essay
- a report
- short-answer questions
- an extended response

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%



Careers & Pathways

Journalism, Education, Law, Research, Politics, Government Departments, International Relations, Policy Officer, Intelligence Analyst, Risk Manager, Economist, Media, International Development, International Diplomacy, Foreign Service



Biology

Rationale

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Structure & Unit Outline

The study is made up of four units.

Unit 1

In this unit students examine the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function in vascular plants and animals, and consider the role that homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotype. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students study structural, behavioural and physiological adaptations that enhance an organism's survival. Students explore interdependence between species, focusing on how keystone species and top predators structure and maintain distribution, density and size of a population.

Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key

molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.



Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Levels of Achievement

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4.

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

Careers & Pathways

Health and Medical practitioner; Biological Sciences

Assessment

School-assessed Coursework for Unit 3 & 4 (5 Outcomes) will contribute 50 per cent to the study score.



Business Management

Rationale

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

Structure & Unit Outline

The study is made up of four units.

Unit 1: Planning a Business

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: Establishing a Business

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

Unit 3: Managing a Business

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. Students compare theoretical

perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a Business

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. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%



Careers & Pathways

Small Business Owner, Project Manager, Human Resource Manager, Operations Manager, Executive Manager, Marketing, Public Relations, Event Management, Education



Chemistry

Rationale

The study of Chemistry investigates a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Structure & Unit Outline

The study is made up of four units.

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

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

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.

Unit 3: How can design and innovation help to optimise chemical processes? (implementation 2024)

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose? (implementation 2024)

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how



laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Levels of Achievement

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

Careers & Pathways

Medical doctor, dentist, pharmacist, environmental scientist, chemical engineer

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.



Dance (VCE/VET Certificate II in Dance)

Rationale

The VCE VET Dance program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in the live performance industry.

Scored assessment is available for the Scored Units 3 and 4 sequence of the VCE VET Dance program.

Structure & Unit Outline

This study is made up of 4 units, each of which contains several units of competency.

Unit 1 and 2 includes:

- Working with others
- Physical fitness and safe preparation for technical classes
- Electives include: Jazz, Contemporary, Street, Cultural, Latin and Ballet (Students select two).

Unit 3 and 4 includes:

- Preparation for employment within the Creative Arts Industry including audition techniques and understanding issues of concern
- Electives include: Jazz, Contemporary, Street, Cultural, Latin and Ballet (Students select two).

Entry

There is no prerequisite for units 1 & 2 however, a successful completion of units 1 & 2 is required for units 3 & 4.

Credit in the VCE

Students who complete Certificate II in Dance will be eligible for credit towards their VCE. Six Units at 1 and 2 level and a Unit 3 and 4 sequence.

Levels of Achievement

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 and 4 school-assessed coursework: 50%

End-of-year performance examination: 50%

Australian Tertiary Admission Rank (ATAR) Contribution

Students wishing to receive an ATAR contribution for the VCE VET Dance program Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment. Where a student elects not to receive a study score no contribution to the ATAR will be available.

Assessment

A study score is available for the VCE VET Dance program. VCE VET Dance offers a scored program option. To be eligible for a study score students must:

- Satisfactorily complete all the units of competency required in the Scored Units 3 and 4 sequence
- Be assessed in accordance with the tools and procedures specified in the *VCE VET Scored Assessment Guide* and program specific assessment plan templates published annually on the VCAA website
- Undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Scored Units 3 and 4 sequence, and in accordance with the current examination specifications.



Careers & Pathways

VET Dance provides students with a nationally recognised qualification when they leave school. This allows students to start 'higher' than someone who does not have this qualification. Students have the opportunity to have a job in the Creative Arts industry whilst they are studying in that field, due to the qualification that they have.

Possible Careers: Performer, Choreographer, Studio Teacher, Backstage Technician, Costume Designer, Music/Sound Specialist, Studio Owner, Make-up Specialist.



Drama

Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

Structure & Unit Outline

The study is made up of 4 units.

Unit 1: Introducing performance styles

In this unit, students study performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2: Introducing performance styles

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised performance. Students create, present and analyse performance with an Australian focus. They examine selected performance styles and explore the associated conventions.

Unit 3: Devised ensemble performance

In this unit, students study the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students

explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. They document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse and evaluate a professional drama performance.

Unit 4: Devised solo performance

In this unit, students use performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The process involved in the development of solo work is also analysed and evaluated.

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Each of the following assessment tasks must be completed over Units 3 and 4:

- a devised ensemble performance
- extended responses analysing own performances as well as professional performances.
- a devised solo performance

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:



Unit 3 school-assessed coursework: 30%
Unit 4 school-assessed coursework: 10%
End-of-year performance examination: 35%
End-of-year written examination: 25%

Careers & Pathways

The study of drama may provide pathways to training in acting, dramaturgy, theatre-making, scriptwriting, communication and drama criticism. Other possible careers include: teacher, costume designer, writer, set designer, producer, film and television crew, stage manager and critic.



Economics

Rationale

The study of VCE economics enables students to develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Economic decision making

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Unit 2: Economic issues and living standards

In this unit students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.

Unit 3: Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards.

Unit 4: Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this



contributes towards the achievement of the domestic macroeconomic goals and living standards.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance in each outcome will be assessed using two or more of the following:

- A folio of applied economics exercises
- An extended response
- An essay
- A report
- A data analysis
- A media analysis
- A case study
- Structured questions

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%

Careers & Pathways

Economist, Journalism, Public Policy, Politics, Media Commentator, Entrepreneur, Business Owner, Environmental Manager, Investment Banker, Investment Analyst, Management Consultant, Business Analyst, Actuary, Accountant, Academic, Education, Stockbroker, Banker, Town planner



English and English as an Additional Language

Rationale

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

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

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

Structure & Unit Outline

The study is made up of four units.

Unit 1

Area of Study 1: Reading and exploring texts

In this unit students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

EAL students

EAL students will work with extracts from texts.

Area of Study 2: Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing.

Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and

ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

EAL students

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Unit 2

Area of Study 1: Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations



EAL Students:

EAL students will work from extracts from text

Area of Study 2: Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Suitable texts for study should reflect a variety of persuasive texts. Appropriate texts could be drawn from print, digital, audio and audio visual sources. These texts may include speeches, digitally presented texts, opinion and comment pieces, and other texts designed to position audiences in relation to an issue. In selecting these texts, teachers should reflect on what students choose to read, view and listen to. Consideration and time should be given to the explicit teaching of contextual information and cultural knowledge required to support an understanding of the selected issue and texts.

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. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

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. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

Entry

There are no prerequisites for entry to Units 1, 2 and 3, however students must Satisfactorily complete 3 units of English to attain their VCE. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance in each outcome will be assessed using two or more of the following:

- an analytical response to a set text
- a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.



Food Studies

Rationale

Students 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 include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

Structure & Unit Outline

The study is made up of four units. Units 1 & 2 will be offered in 2023, with a view to offering Units 3 & 4 in 2024.

Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

Unit 2: Food Makers

In this area of study students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework	30%
Unit 4 School-assessed Coursework	30%
End-of-year examination	40%

Unit 3: Food in Daily Life

Students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4: Food issues, challenges and futures

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education.

Assessment

Assessment will be a combination of production and theory tasks to complete SAC's (School Assessed Coursework)



Careers & Pathways

Post-secondary Education:

Bachelor of Design and Technology, Food Science, Hospitality, Environmental Science, Food and Nutrition, Environmental Health, Health, Dietetics, Home Economics/Food Technology & Education Marketing.



Health & Human Development

Rationale

VCE Health and Human Development investigates the interpretations of 'health and wellbeing' (in which the individual feels happy, healthy, capable and engaged) subject to the inter-relationship between biological, sociocultural and environmental factors, many of which can be modified by health care and by the conditions into which people are born, grow, live, work and age.

Students investigate variations in health status in Australia and our healthcare system. They also study variations in health in global contexts and examine global organisations such as the United Nations and World Health organisations as well as non-government organisations and their role in health promotion.

Students develop 'health literacy' and a capacity to respond to health information, advertising and other media messages. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Understanding Health and Wellbeing

Areas of Study:

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

In this unit students identify personal perspectives relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices of Australians. With a focus on youth, they build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing Health and Development

Areas of Study:

1. Developmental transitions
2. Health care in Australia

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.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Unit 3: Australia's health in a globalised world

Areas of Study:

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Students begin to explore health and wellbeing within the global context. They look at conditions required for health as stated by the World Health Organisation (WHO) and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students also look at various public health approaches and the interdependence of different health models as they research health models as they research health improvements and evaluate successful programs.

Unit 4: Health and human development in a global context

Areas of Study:

1. Health and wellbeing in a global context
2. Health and the sustainable development goals

This unit examines health and wellbeing, studying the key concepts of sustainability and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.



Entry

There are no prerequisites for this subject. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Units 1&2: All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Unit 3: Outcome 1 = 50% and Outcome 2=50%

Unit 4: Outcome 1 = 50% and Outcome 2=50%

Levels of Achievement

Unit 1 & 2: School's decision on level of achievement.

Unit 3 & 4: School assessed coursework and end of year examination.

Unit 3: School assessed coursework 25%

Unit 4: School assessed coursework 25%

End of year examination 50%

Careers & Pathways

Health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, health professions.



Health Support Services (VCE/VET Certificate II in Health Support Services)

Rationale

VET Health (either Certificate II or III) allows students to gain positions in the Health Industry (a yearly growth of 1.6% per year and will grow 16% over the next 10 years). This provides the training to support health professionals such as nurses, dieticians and optometrists. VET Health provides students with skills and knowledge as an entry point into the health industry either in health support or for further studies.

Structure & Unit Outline

The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries in an entry-level role within a range of health related areas.

Scored assessment is available for the Scored Units 3 and 4 sequence of the VCE VET Health program.

Unit 1 and 2

In this unit HLT23215 or the Certificate II in Health Support Services is studied which provides students with the knowledge and skills to enhance their employment prospects in the Health industry. This is an entry level qualification which covers workers who provide support for the effective functioning of health services. Specialisations in Client Support or Health Administration are available. There are 12 units, 4 core and 8 electives.

The Units of Competency covered in Units 1 and 2 are:

UNIT CODE	UNIT TITLE	HRS	NOTES		CERT 3 Pre req
CHCDIV001	Work with diverse people	40	Core	1	Y
CHCCOM005	Communicate & work in health or community services	30	Core	2	Y
HLTWHS001	Participate in workplace health & safety	20	Core	3	Y
HLTINF001	Comply with infection prevention & control policies & procedures (Swp)	25	Core	4	Y
BSBWOR203	Work effectively with others	15	Elective	5	
CHCCCS020	Respond effectively to behaviours of concern	20	Elective	6	Y
BSBFLM312	Contribute to team effectiveness	40	Elective	7	Y
CHCCCS009	Facilitate responsible behaviour (imported unit)	40	Elective	8	Y
HLTWHS005	Conduct manual tasks safely	30	Elective	9	
CHCCCS010	Maintain a high standard of service	30	Elective	10	Y
CHCCCS002	Assist with movement	25	Elective	11	Y
CHCCCS026	Transport individuals (Swp)	20	Elective	12	Y
Additional Course provided free of charge to enrolled students:					
HLTAID011	Provide first aid (required for work placements)	18	Elective		

Unit 3 and 4

In this unit HLT33115 which is the Certificate III in Health Services Assistance is studied, which continues on from the Certificate II in Health Support Services. This provides students with the knowledge and skills that will further



enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. There are 15 units, 7 core and 8 electives.

The Units of Competency covered in Units 3 and 4 are:

UNIT CODE	UNIT TITLE	HRS	NOTES		Scored
BSBWOR301	Organise personal work priorities and development	30	Core	1	
CHCPRP005	Engage with health professionals & the health system	40	Elective	2	
BSBMED301	Interpret and apply medical terminology appropriately	60	Core	3	Yes
HLTAAP001	Recognise healthy body systems	70	Core	4	Yes
HLTPS001	Take clinical measurements (imported unit)	50	Elective	6	Yes
	EXAM PREP VCE STUDENTS & Work Placement				
	<i>CHCDIV001 - Work with diverse people</i> <i>CHCCOM005 - Communicate & work in health or community services</i> <i>HLTWH001 - Participate in workplace health & safety</i> <i>HLTINF001 - Comply with infection prevention & control policies & procedures (P)</i> <i>CHCCCS020 - Respond effectively to behaviours of concern</i> <i>BSBFLM312 - Contribute to team effectiveness</i> <i>CHCCCS009 - Facilitate responsible behaviour</i> <i>CHCCCS010 - Maintain a high standard of service</i> <i>CHCCCS002 – Assist with movement</i> <i>CHCCCS026 - Transport individuals (P)</i>			7-15	First year CREDITS

Entry

Students must:

- Have a basic level of English reading, writing and maths skills (to a Year 10 standard)
- Attend and participate in scheduled training and assessment
- Follow safe work procedures
- Be able to complete 2 minutes of uninterrupted CPR
- Practice manual handling techniques
- Practice First Aid techniques using First Aid equipment
- Practice infection control techniques

Assessment

See the Units of Competency above

Levels of Achievement

- HLT23215 or the Certificate II in Health Support Services in Year 1 (2023)
- HLT33115 or the Certificate III in Health Services Assistance in Year 2 (2024)

Careers & Pathways

- Certificate IV in Health Care or Allied Health Assistance
- Diploma of Nursing or Anaesthetic Technology or Paramedical Science
- Bachelor of Nursing or Medical Imaging or Science or Health Sciences

***Please note, this subject will be timetabled on Wednesday afternoons, and will require students to stay back at school until approximately 5:00pm (to be confirmed upon enrolment).**



History: Modern History & Revolutions

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Change & Conflict

In this unit students explore the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Students will explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. They will explore what led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They will focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century and their relation to the technological, political and economic changes of the period.

Unit 2: The changing world order

In this unit students explore the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students will focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. They will focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second

half of the twentieth century and the first decade of the twenty-first century. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Units 3 & 4: Revolutions

These units examine revolutions in history that have been reconsidered and debated by historians. The study of Revolutions considers the causes of revolution with a focus on the individuals, ideas, movements and events that contributed to revolution. Students then analyse the consequences created for the new society and evaluate the extent of change brought to the society.

Two revolutions will be studied in detail from the following list:

- The Russian Revolution
- The American Revolution
- The French Revolution
- The Chinese Revolution.

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Each of the following four assessment tasks must be completed over Units 3 and 4:

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.



Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

End-of-year examination: 50%

Careers & Pathways

Law, Foreign Affairs & Diplomacy, Journalism, Intelligence Work, Research Officer, Museum/Art Curation, Publishing, Film & Television Writing, Education, Politics, Humanitarian Work, Public Policy, Public Relations, Marketing, Archaeologist, Historian, Author



Hospitality: Kitchen Operations (VCE/VET Certificate II in Kitchen Operations)

Rationale

This qualification may prepare individuals with a limited range of food preparation and cookery skills to prepare food and menu items in a kitchen. Graduates typically provide routine and repetitive tasks and are directly supervised. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery. This program leads to a nationally recognised qualification, thereby offering students the opportunity to gain both VCE/VCE VM and a nationally portable vocational education and training certificate.

Structure & Unit Outline

This study is made up of 4 units, each of which contains several units of competency.

Unit 1 & Unit 2

Seven compulsory units of competency, including:

- Work effectively with others
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices.

Plus two electives:

- Prepare and present simple dishes.
- Source and use information on the hospitality industry

Unit 3 & Unit 4

Five compulsory units of competency including:

- Prepare appetisers and salads
- Prepare stocks, sauces and soup
- Prepare vegetables, fruit eggs and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

Entry

There is no prerequisite for units 1 & 2 however, a successful completion of units 1 & 2 is required for units 3 & 4.

Assessment

Three of the following units of competency assessment tasks must be completed for each of units 1 & 2 and 3 & 4. The composition is at the teacher's discretion.

- a Portfolio
- Presentation
- Oral test
- Production
- Short written assessment
- Test

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 and 4 school-assessed coursework: 66%

End-of-year examination: 34%

Careers & Pathways

Pathways may include employment into various workplaces within the hospitality industry such as restaurants, hotels, catering operations, clubs, pubs, cafés, coffee shops, institutions, aged care facilities, hospitals and schools. Typical roles include breakfast cook, catering assistant, fast food cook, sandwich hand, and takeaway cook.



Indonesian

Rationale

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. The study of Indonesian provides students with the ability to understand and use a language that is spoken in a country that is one of Australia's closest neighbours, and is one of the most populous countries in the world.

Structure & Unit Outline

The study is made up of four units.

Unit 1

In this unit students develop an understanding of Indonesian language and culture through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices will include a variety of texts, activities and creations such as stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Unit 2

In this unit students develop an understanding of Indonesian language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others,

and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian. 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.



Levels of Achievement

Units 1 and 2: Achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4: School-assessed Coursework & end of year examinations:

Unit 3: School-assessed Coursework: 25%

Unit 4: School-assessed Coursework: 25%

End of year Examinations*: oral component and written component: 50 per cent

Careers & Pathways

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours, including business, tourism and education.



Italian

Rationale

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino, Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Slovenia and Libya and is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Brazil, Canada and the United States. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language.

Structure & Unit Outline

The study is made up of four units.

Unit 1

In this unit students develop an understanding of Italian language and culture through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices will include a variety of texts, activities and creations such as stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Unit 2

In this unit students develop an understanding of Italian language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or

more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement



Units 1 and 2: Achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4: School-assessed Coursework (SAC) & end of year examinations

Unit 3: School-assessed Coursework: 25%

Unit 4: School-assessed Coursework: 25%

End of year Examinations*: oral component and written component: 50 per cent

Careers & Pathways

Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.



Laboratory Skills (VCE/VET Certificate III in Laboratory Skills)

Rationale

The VCE VET Laboratory Skills program offers a qualification that is recognised throughout Australia. The qualification provides students with a pathway to work in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education. Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing.

Structure & Unit Outline

The study is made up of five core units in Year 11 and four core units in Year 12.

Unit 1 and 2 of the program include:

- Recording and presenting data
- Planning and conducting laboratory/field work
- Participating in laboratory/fieldwork safety
- Communicating with other people
- Participating in environmentally sustainable work practices
- With electives such as maintaining the laboratory fit for purpose, performing basic tests and assisting with fieldwork included

Unit 3 and 4 offer scored assessment and incorporate units such as:

- Performing aseptic techniques
- Contributing to the achievement of quality objectives
- Preparing working solutions
- Performing microscopic examinations
- With elective unit prepare culture media

Levels of Achievement

Students wishing to receive a study score for VCE VET Laboratory Skills must undertake scored assessment. This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of Certificate III in Laboratory Skills.

Entry

No prerequisites are required to undertake Units 1 and 2. To undertake Units 3 and 4, students must achieve competency in Units 1 and 2.

Credit in the VCE

Students who complete Certificate III in Laboratory Skills will be eligible for up to six units of credit towards their VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence.

Assessment

Students will complete a range of practical and knowledge based VCE and VET assessments throughout this subject.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.



Careers & Pathways

Career pathways in Laboratory Skills can include:

- Analyst
- Forensic Analyst
- Instrument Operator
- Laboratory Assistant
- Laboratory Attendants
- Laboratory Supervisor/Manager
- Laboratory Technician
- Senior Technician
- Support Staff to Scientists in the Research, Education and Industry
- Technical Officer

Pathways for Laboratory Skills can include further study on work:

- Laboratory Techniques
- Laboratory Technology
- Laboratory Technology - Biological and Environmental Testing
- Laboratory Technology - Biotechnology
- Laboratory Technology - Pathology Testing
- Laboratory Operations

Higher Education for Laboratory Skills can include:

- Bachelor of Science (Laboratory Medicine)
- Bachelor of Medical Science (Pathology)
- Bachelor of Medical Laboratory Science
- Bachelor of Applied Science (Medical Science)
- Bachelor of Biomedical Science
- Bachelor of Science (Biomedical Science)
- Bachelor of Forensic Science
- Bachelor of Health and Medical Science
- Graduate Diploma in Infectious Diseases
- Master in Infectious Diseases
- Master of Forensic Science
- Master of Biotechnology
- Master of Biomedical Science



Literature

Rationale

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

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

Structure & Unit Outline

The study is made up of four units.

Unit 1: Area of Study 1 - Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Unit 1: Area of Study 2 - Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures

and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Unit 2: Area of Study 1 - Voices of country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonization. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Unit 2: Area of Study 2 - The text in its content

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.



Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Unit 3: Area of Study 1 - Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Unit 3: Area of Study 2 - Developing interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the

relative merits of the text is not considered appropriate for this task.

Unit 4: Area of Study 1 - Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Unit 4: Area of Study 2 - Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance in each outcome will be assessed using a variety of the following tasks:

- An analytical response to a set text
- A creative response to a text
- Essays



Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

- Unit 3 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

Careers & Pathways

This study offers a number of opportunities for students to develop employability skills. The Support materials provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legal Studies

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Guilt and Liability

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

Unit 2: Sanctions, Remedies and Rights

In this unit students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students investigate the extent to which the principles of justice are upheld in

the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4: The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises

Levels of Achievement



Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%

End-of-year examination 50%

Careers & Pathways

Lawyer, Paralegal, Legal secretary, Careers in the Courtroom, Foreign Affairs & Diplomacy, Journalism, Education, Politics, Humanitarian Work, Public Policy, Public Relations, Police Officer, Mediator, Document Database Specialist, Intelligence Work



VCE Mathematics

The following VCE units are designed to promote students' awareness, understanding and application of mathematics. Mathematical literacy in a technological, financial and data rich society will give students the confidence and the disposition to make effective decisions based on a better understanding of the world around them.

The four VCE studies, listed from least to most difficult, are:

- Foundation Mathematics* Units 1–4
- General Mathematics** Units 1–4
- Mathematical Methods Units 1–4
- Specialist Mathematics Units 1–4

*Foundation Mathematics Units 3 and 4 is a new subject offering for students and Foundation Mathematics Units 1 and 2, which was formerly offered as a Year 10 study option, will now be offered as a Year 11 study option.

**Further Mathematics Units 3 & 4 has been changed in name to General Mathematics Units 3 & 4 in the new 2023 VCE Mathematics Study design.

The four VCE mathematics study options may be taken in several different combinations as shown below:

Units 1 and 2 (Year 11 studies)	Units 3 and 4 (Year 12 studies)
Foundation Mathematics →	Foundation Mathematics
General Mathematics →	General Mathematics* or Foundation Mathematics
Mathematical Methods →	Mathematical Methods or General Mathematics*
General Mathematics and Mathematical Methods →	General Mathematics* and/or Mathematical Methods
Mathematical Methods and Specialist Mathematics →	General Mathematics*, Mathematical Methods and/or Specialist Mathematics

Important VCE Mathematics selection considerations

- The sequence you select should be determined by your abilities and interests in specific areas of mathematics.
- You should also consider the subject prerequisites of tertiary courses that you may be interested in attempting.
- If unsure of the right sequence of mathematics studies, you are advised to attempt the sequence which best extends your capabilities and keeps as many options open for you as possible.
- You are strongly advised to consult with the mathematics teaching staff before making your selection.



Foundation Mathematics

Rationale

The purpose of this subject is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Structure & Unit Outline

The study is made up of four units

Unit 1 & 2

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Levels of Achievement

All assessments for Units 1 and 2 are school-based. Assessment tasks will include components to be completed with and without the use of technology as applicable to the outcomes.

In Units 3 and 4, assessment is as follows

- Unit 3 School-assessed Coursework: 40 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 Examination: 40 per cent.

Careers & Pathways

Foundation Mathematics is suitable for commencement of TAFE level / Trade studies, leading to Apprenticeships or Traineeships.



General Mathematics

Rationale

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business, or further study, where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Structure & Unit Outline

The study is made up of four units.

Unit 1 & 2

General Mathematics is a course designed both to extend students' mathematical knowledge and skills beyond Year 10 level and to provide an appropriate foundation for students who wish to undertake General Mathematics in Year 12. Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers, and will include Algebra, Functions, Graphs, Financial Arithmetic, Trigonometry, Geometry and Statistics.

Unit 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Levels of Achievement

All assessments for Units 1 and 2 are school-based. Assessment tasks will include components to be completed with and without the use of technology as applicable to the outcomes.

In Units 3 and 4, assessment is as follows

- Unit 3 School-assessed Coursework: 24 per cent
- Unit 4 School-assessed Coursework: 16 per cent
- Units 3 and 4 Examination 1: 30 per cent
- Units 3 and 4 Examination 2: 30 per cent.

Careers & Pathways

General Mathematics covers a range of mathematical topics and techniques, which can be used in many day-to-day applications in life, such as financial arithmetic and construction. Business Manager, Small Business Owner, Accountant, Financial Advisor, Economist, Nurse, Scientist and Teaching are just some of the applicable potential career pathways.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Entry

While there are no specific entry requirements for this area of study, students attempting Units 3 and 4 without having completed Units 1 and 2 are advised to complete appropriate transition work requirements.

Assessment

The award of satisfactory completion for all General Mathematics Units is based on whether the student has demonstrated achievement of the set of outcomes specified for each unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.



Mathematical Methods

Rationale

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Structure & Unit Outline

The study is made up of four units.

Unit 1 & 2

Mathematical Mathematics (CAS) is a demanding mathematics course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs, Combinatorics and Probability and also introduces them to the fundamental ideas of Transformational Geometry and Calculus. Extensive use will be made of the TI-nspire CAS calculator. Any student undertaking Mathematical Methods should have a strong background, particularly in Algebra, and should ideally have achieved good grades in the Year 10 Advanced course.

Unit 3 & 4

This course both consolidates and extends the material covered in Mathematics Methods Units 1 and 2. The main areas of study are Algebra, Functions and

Graphs, Calculus and Probability. Any student attempting this course must be familiar with the content of Mathematical Methods Units 1 and 2. Extensive use will be made of the CAS calculator.

Entry

Entry in Units 1 and 2 require a satisfactory completion on Year 10 Advanced Mathematics while entry into Units 3 and 4 require a satisfactory completion on Units 1 and 2 Mathematical Methods.

Assessment

The award of satisfactory completion for all Mathematical Methods Units is based on whether the student has demonstrated achievement of the set of outcomes specified for each unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

Levels of Achievement

All assessments for Units 1 and 2 are school-based. Assessment tasks will include components to be completed with and without the use of technology as applicable to the outcomes.

In Units 3 and 4, assessment is as follows

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 Examination 1: 20 per cent
- Units 3 and 4 Examination 2: 40 per cent.

Careers & Pathways

Mathematics Methods CAS is a prerequisite for all University Engineering Courses, some Science courses, and some Commerce/Business courses. Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Commerce, Information Technology, Aviation, Nanotechnology are just some potential career pathways that relate to the study of Mathematical Methods.



Specialist Mathematics

Rationale

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Structure & Unit Outline

The study is made up of four units.

Units 1 and 2

This is an advanced mathematics course designed both to supplement students' mathematical learning in Mathematical Methods and to provide an appropriate foundation for students who wish to undertake Specialist Mathematics in Year 12. Topics to be covered will include Algebra, Functions and Graphs, Trigonometry, Vectors, Analytical Geometry and Calculus.

Unit 3 & 4

This subject consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics. There is

assumed knowledge of Specialist Mathematics Units 1 and 2 content.

Entry

Any student undertaking this course must also be taking Mathematical Methods and should have achieved high grades in Year 10 Advanced Mathematics.

Assessment

The award of satisfactory completion for all Specialist Mathematics Units is based on whether the student has demonstrated achievement of the set of outcomes specified for each unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

Levels of Achievement

All assessments for Units 1 and 2 are school-based. Assessment tasks will include components to be completed with and without the use of technology as applicable to the outcomes.

In Units 3 and 4, assessment is as follows

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 Examination 1: 20 per cent
- Units 3 and 4 Examination 2: 40 per cent.

Careers & Pathways

Engineer, Geophysicist, Medical Practitioner, Computer Programmer, Meteorologist, Optometrist, Mathematics Teacher, Astronomer, Actuary are just some potential career pathways that relate to the study of Specialist Mathematics.



Media

Rationale

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society.

Structure & Unit Outline

The study is made up of 4 units.

Unit 1: Media forms, representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and

reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Each of the following four assessment tasks must be completed over Units 3 and 4:

- Analyse two Media products and discuss its narrative structure and ideology
- Develop a Media product, including Development and Pre-production of the Media Production Process
- Produce a Media product, including Production and Post-production of the Media Production Process
- Examine Agency and Control in and of the Media



Levels of Achievement

Units 1 and 2: Procedures for the assessment of levels of achievement are a matter for school decision.

Units 3 and 4: School-assessed coursework, school-assessed task and end of year examination;

School-assessed Coursework: 20 %

School-assessed Task: 40%

End-of-year examination: 40%

Careers & Pathways

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.



Music Performance

Rationale

Music exists in every culture in the world. It helps us understand other times, places and cultures and allows us to express our imagination and emotion. VCE Music equips students with personal and musical knowledge, and skills that enable them to focus on their musicianship in particular areas. Music supports and encourages flexible cognitive and behavioural skills, along with creativity. VCE Music offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Structure & Unit Outline

The study is made up of 4 units.

Unit 1: Organisation in music

In this unit, students explore and develop their understanding of how music is organised and presented. Performance skills include solo and ensemble presentations. Theory skills include writing scales, chords and Intervals. Listening/aural skills include identifying and notating melodies, chords and intervals. Analysis skills include listening to pieces of music and writing about how the performers communicate their musical ideas.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 20%

Unit 4 school-assessed coursework: 10%

End-of-year performance examination: 50%

End-of-year written examination: 20%

Careers & Pathways

Musician, music teacher, music therapist, arts administrator, composer, event manager, music producer, arts agent, sound engineer, song writer, music publisher, conductor, music journalist, instrument repairer, concert technician

Unit 3 and Unit 4: Musical contemporary performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to develop their technical work, theory, aural and listening skills.

Entry

It is recommended that students have a minimum of three years' experience on an instrument or voice prior to commencing this subject. They must be undertaking private lessons, preferably at Killester.

Assessment

Each of the following assessment tasks must be completed over Units 3 and 4:

- Performance with performer's statement
- Performance techniques
- Theory, aural and analysis test



Philosophy

Rationale

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Existence, knowledge and reasoning

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others.

Unit 2: Questions of value

This unit enables students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3: Minds, bodies and 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? Students critically compare the viewpoints and arguments put forward in

philosophical sources to their own views on these questions and to contemporary debates.

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 life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance on each outcome is assessed by at least two of the following tasks:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)

At least one essay task is required for Unit 4.



Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework 25%

Unit 4 School-assessed Coursework 25%

End-of-year examination 50%

Careers & Pathways

Students of Philosophy would suit careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments. Such careers may include journalism, law, education, or marketing/advertising. Furthermore, a pathway into undergraduate studies of the arts, philosophy, journalism, law, history and or theology would also be achievable.



Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure & Unit Outline

The study is made up of four units.

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their

own and different population groups. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy



systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of

training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Entry

There are no prerequisites for this subject. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Unit 1 and 2 assessments are school based. Students will undertake both practical and theoretical assessment tasks.

Unit 3: Outcome 1 = 50% and Outcome 2 = 50%

Unit 4: Outcome 1 = 50% and Outcome 2 = 50%

Levels of Achievement

Unit 1 & 2: School's decision on level of achievement.

Unit 3 & 4: School assessed coursework and end of year examination.

Unit 3: School assessed coursework 25%

Unit 4: School assessed coursework 25%

End of year examination 50%

Careers & Pathways

Studying Physical education can provide a number of different pathways to occupations in a range of health, sport and fitness industries including: Sports coaching, Allied health professions (physiotherapy, occupational therapy etc.), Exercise science and nutrition, Education, Fitness instructing/coaching, Health promotion



Physics

Rationale

The study of VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovations. In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

Structure & Unit Outline

The study is made up of four units.

Unit 1: How is energy useful to society?

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

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

In this unit, explore the power of experiments in developing models and theories in motion and modern applications of Physics such as medical physics, climate change and flight. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. A student-adapted or student-designed scientific investigation is undertaken which involves the generation of primary data and draws on the key science skills and key knowledge from Unit 2.

Unit 3: How do fields explain motion and electricity? (implementation 2024)

In this unit, students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to

explain observations of the motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics? (implementation 2024)

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, which was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to think from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4,



or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Levels of Achievement

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 50 per cent.

Careers & Pathways

Physicists may undertake research and development in specialist areas including astrophysics and cosmology, atmospheric physics, education, engineering, medical diagnosis and treatment, nuclear science, and radiography. Physicists also work in cross-disciplinary areas such as climate science, forensic science, neuroscience, renewable energy generation, sports science and transport and vehicle safety.

Assessment

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.



Product Design & Technology: Fashion

Rationale

Designers play an important part in our daily lives. The study of Product Design & Technology: Fashion allows students to determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

In the fashion aspect of this study, students will build a folio that reflects the design process and complete inspired garments

Structure & Unit Outline

The study is made up of four units.

Unit 1: Sustainable product redevelopment

This unit focuses on analysis, modification and improvement of an existing product design, while maintaining considerations of sustainability. The Design process is introduced and is used to redevelop an existing product design. Copyright and intellectual property rights are also considered when taking inspiration from products designed by others.

Unit 2: Collaborative design

In this unit, the focus is on working in teams to design a product in response to a design brief.

Unit 3: Applying the product design process

In this unit, students must source an "end user" (or client) to design a product for and this forms the basis of the design brief. The client or "end user" is actively involved when developing the design brief and feedback from the end user is used to select the preferred design option. Intensive research is required to select materials used, construction methods and tools/equipment to create the final product. Risk assessments need to be investigated

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

and completed for each tool and technique selected for the intended product design. Evaluation criteria are also developed by students, (under teacher guidance) to assess the final product design.

Unit 4: Product development and evaluation

In this unit the actual construction and subsequent evaluation of the final product and entire design process occurs.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.



The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Product Design and Technology are as follows:

- Units 3 and 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

Careers & Pathways

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.



Product Design & Technology: Wood

Rationale

Designers play an important part in our daily lives. The study of Product Design & Technology: Wood allows students to determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

In the wood aspect of this study, students will build a folio that reflects the design process and complete inspired products.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Sustainable Product Redevelopment

This unit focuses on analysis, modification and improvement of an existing product design, while maintaining considerations of sustainability. The Design process is introduced and is used to redevelop an existing product design. Copyright and intellectual property rights are also considered when taking inspiration from products designed by others.

Unit 2: Collaborative Design

In this unit, the focus is on working in teams to design a product in response to a design brief.

Unit 3: Applying The Product Design

Process

In this unit, students must source an "end user" (or client) to design a product for and this forms the basis of the design brief. The client or "end user" is actively involved when developing the design brief and feedback from the end user is used to select the preferred design option. Intensive research is required to select materials used, construction methods and tools/equipment to create the final

product. Risk assessments need to be investigated and completed for each tool and technique selected for the intended product design. Evaluation criteria are also developed by students, (under teacher guidance) to assess the final product design.

Unit 4: Product Development & Evaluation

In this unit the actual construction and subsequent evaluation of the final product and entire design process occurs.

Entry

There are no prerequisites for entry into Units 1 or 2. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

School Assessed Coursework (SAC's) = 20% of study score for VCE

- 12% from Unit 3
- 8% from Unit 4

School Assessed Task = 50% of study score for VCE

- Folio
- Finished Product
- Evaluation

External Exam: 1.5hr = 30% of study score for VCE

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.



The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Product Design and Technology are as follows:

- Units 3 and 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

Careers & Pathways

VCE Product Design and Technology can lead into a range of career paths in DESIGN fields relating to: Industrial Design, Transport, Service Industries, Interior Design, Exhibition Design, Set Design, Engineering Design, Fashion Design, Furniture Design, Jewellery Design, Textile Design, Ceramics Design



Psychology

Rationale

The study of Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Structure & Unit Outline

The study is made up of four units.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider

Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to



improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing.

Levels of Achievement

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4.

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

Careers & Pathways

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings.

They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

School-assessed Coursework for Unit 3+4 (5 Outcomes) will contribute 50 per cent to the study score.

Students undertake scientific investigations across Units 1 to 4.



Religious Education: Texts & Traditions

Rationale

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis.

Structure & Unit Outline

The study is made up of four units:

Unit 1: Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Unit 2: Texts in society (NOT offered at Killester College)

Unit 3: Texts & the early tradition

In this unit students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with

the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

Unit 4: Texts & their teachings

In this unit continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- An exegetical task
- An essay
- Extended responses
- A report
- Short answer question

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%



Careers & Pathways

Students of Texts and Traditions would suit careers that involve the study and analysis of texts and or cultures and societies. Such careers may include but are not exclusive to journalism, education, or museum curation. Furthermore, a pathway into undergraduate studies of the arts, theology, history and or philosophy would also be achievable.



Religious Education: (Year 12 only)

As part of their continued Religious Education from Years 7-11, Year 12 students at Killester (who are NOT studying VCE Texts and Traditions Units 3/4) are able to select ONE of the following RE courses. Neither course contributes to the student's ATAR results.

Unit 2 Religion and Society

Rationale

Through the study of Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role overall but an enhanced role in other settings.

Structure & Unit Outline

The study is made up of one year-long VCE unit. This will not contribute to the ATAR, but will appear on the students' VCE statement of results.

Unit 2: Religion & Ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their

related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- Analytical exercises
- Case studies
- Debates
- An essay
- Extended responses
- A report
- Structured questions
- A multimedia presentation

Levels of Achievement

Individual school decision on levels of achievement.

OR

School-based Religious Education

Rationale

The new School Based RE course was established in order to re-energise, engage and consolidate the six years of Catholic education for Year 12 students. This course is tailored to what the students need and what engages them, in order to make stronger connections to the school's ethos. This allows for it to be student-focused and ensures greater student voice. The aims of School-based RE is to open up opportunities to engage with: their personal and spiritual formation as young women; their aspirations for life beyond Killester College; as well as forming

them to become active participants in their community, through the many volunteering opportunities throughout the year.

Structure & Unit Outline

The study is made up of three units.

Unit 1 - My changing world

This unit focuses on the year as a transitional year from schoolgirl into active member of a community. Jeremiah's story of 'The Potter and the Clay' (Jer



18:1-11), will form the foundation from which the unit springs from. Students will reflect on who they were, who they are and who they will become.

Unit 2 - Spirit-filled people

This unit focuses on the women who have lived a life directed by the Spirit. Students will explore the lives of others to gain a deeper understanding of the ways in which they can navigate their lives despite their successes and failures. Students will analyse the ethical and spiritual issues that have shaped this individual's life and consider the real-life and contemporary connections to these.

Unit 3 - Strength and kindness

This unit focuses on the school's motto to unpack the essence of what it means to be a 'Killester Girl'. Students will participate in a dialogue with past students and reflect on the uniqueness of their education. Students will participate in a pilgrimage to deepen and re-engage with their spiritual and personal transformation in preparation for their graduation.

Assessment

This course does not assess students, however, there are tasks that allow students the opportunity to demonstrate knowledge. These opportunities are broad and open, allowing students to exhibit their learning in a way that is preferable to them.



Sport & Recreation (VCE/VET Certificate II in Sport & Recreation)

Rationale

The VCE VET Sport and Recreation program is drawn from a nationally recognised training package and provides students with the qualifications, skills and knowledge to work in the sport and recreation industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program. The students will undertake this subject over two years, completing both VCE scored and VET assessment tasks. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offer scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Upon completion of this subject, students will receive a Certificate III in Sport and Recreation and a contribution to their ATAR score.

Structure & Unit Outline

The Certificate III in Sport and Recreation is completed over two years. The program places an emphasis on sporting skills and industry knowledge.

Year 1

In Units 1 and 2, students will complete 8 core units and 2 elective units. These units include:

- Organise work priorities
- Level 2 First Aid course
- Respond to emergency situations
- Conducting sport and recreation events
- Participating in workplace health and safety
- Use social media tools for collaboration
- Provide quality service
- Maintain equipment and provide equipment
- Conduct non-instructional events
- Use Business technology

Students will complete a range of practical activities such as:

- Organising a sports round robin activity afternoon
- Completing a Level 2 First Aid certificate
- Assisting in the running of interschool sports
- Excursions to various community and sporting resources to expand skills and knowledge within the sport and recreation industry.

Year 2

In units 3 and 4, students will complete 5 core units. These units include:

- Plan and conduct sport and recreation sessions
- Conduct Sport Coaching Sessions with Foundation Level Participants.
- Participate in Workplace Health and Safety identification, risk assessment and risk control
- Educate user groups
- Facilitate groups

Students will complete a range of practical activities including:

- Coaching younger participants in a range of sports and activities
- Organising and facilitating sporting programs
- Excursions to a range of sporting facilities including gym and community fitness centres

Entry

No prerequisites are required to undertake Units 1 and 2. To undertake Units 3 and 4, students must achieve competency in Units 1 and 2.

Assessment

Students will complete a range of practical and knowledge based VCE and VET assessments throughout this subject.



Levels of Achievement

Students wishing to receive an ATAR contribution for the VCE VET Sport and Recreation program Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment.

Careers & Pathways

The National Recognised Qualification provides skills and knowledge for an individual wishing to work in the Sport and Recreation Industry. Within this certificate the students will undertake practical activities to consolidate their understanding. This program is ideal if you are considering a career such as sports and recreation officer, fitness instructor, recreation officer or sporting coach.



Visual Communications & Design

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual



communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Levels of Achievement

Units 1 and 2: Individual School- assessed decision on levels of achievement.

Units 3 and 4: School- assessed coursework, school- assessed task and end-of-year examination.

Unit 3 Outcomes 1 and 2: school- assessed coursework: 25%

Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2: school-assessed task: 40%

End-of-year examination: 35%

Careers & Pathways

Architectural design, interior design, landscape design, set design, exhibition design, display design, product design, furniture design, graphic design, information design, digital and web design, advertising, print publication, book illustration, typographic design, package/surface design, logo design and brand identity.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Entry

There are no prerequisites for entry into Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

It is highly recommended that students undertake Units 1 and 2 before undertaking Units 3 and 4.

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.



Frequently Asked Questions:

How many units should I choose in total for my VCE?

You may choose as low as the VCAA minimum of 16 or as high as 26. Most full time students attempt a range. At Killester, most students will complete a total of 23 units: 13 units at Year 11, and 10 units at Year 12.

Can I take longer than 2 years to complete my VCE?

Yes. You may spread your VCE over 3 or more years.

Can I repeat VCE units?

Yes. There are no restrictions on repeating units, but you may obtain credit once only for each unit. If you repeat a unit, you are required to repeat all of the unit.

Should I consider doing some Unit 3 & 4 units in Year 11?

If you are a capable student, you might consider extending yourself. Unit 3 & 4 studies completed in Year 11 will contribute to your ATAR, therefore you must be proficient at the subject and meet the acceleration criteria. **(See information on Acceleration on p8 of this booklet.)**

What is a folio-based unit?

A study that involves the development of creative works showing stages of development in a "folio". Students are required to spend up to 3 hours per week, per subject on folio work / development. Subjects that are folio-based are Art, Visual Communication, Informatics (Computing) and Media.

It is recommended that you do no more than two folio subjects. Students who wish to will need to attend a parent meeting with the Senior Programs Leader and Careers Practitioner.

Can I choose more than one English study?

Yes. Students may choose to study English and Literature at VCE.

Can I choose more than one Mathematics study?

Yes. Students can choose to study more than one Mathematics study during their VCE, however it is recommended that they do not choose more than 2. Students who study 3 or 4 Mathematics subjects at Unit 3 & 4 will only have 10% of the study score of their 3rd and 4th Mathematics contribute to their ATAR.

If I study a language outside of school, can this be counted towards my VCE?

Yes, if the language is an accredited VCE unit taught by schools registered with the VCAA, these will count as units studied. You **MUST** notify the Senior Programs Leader of your intention if you decide to take this option up.



Can I change my VCE course in Semester 2?

Yes, for Unit 2 only. Units 3 & 4 must be completed as a sequence, so you are not able to change subjects halfway through.

Can I study any other subjects outside school that will count towards my VCE?

Yes. A number of students study subjects such as VET courses, VCE Dance and Music outside of school. As long as these are accredited VCE units and the teacher meets the VCAA requirements, these can count towards your VCE. Please consult with the Senior Programs Leader if considering this option.

Can I change my subject selections and course after I have commenced my VCE?

Students in Years 11 & 12 will be permitted to change their subject selections within the first week of Term 1, 2023, however this will require substantial catch up work on the part of the students. This is subject to the availability of places in alternative subjects.

Students are permitted to change unit 2 enrolments at the end of Semester 1 in Year 11. This is subject to the availability of places in alternative subjects.

Students can only select a VET course at the end of Year 10 or Year 11.

Students may enter the VCE Vocational Major course at the end of Year 10 or in some cases at the end of Year 11.



Year 11 2023 Subject Codes - for subject selection

Year 11 Subject Codes - Killester College		
1	VCE UNIT 1 & 2 ACCOUNTING	11ACC
2	VCE UNIT 1 & 2 CREATIVE ARTS	11ART
3	VCE UNIT 1 & 2 BIOLOGY	11BIO
4	VCE UNIT 1 & 2 BUSINESS MANAGEMENT	11BUS
5	VCE UNIT 1 & 2 CHEMISTRY	11CHEM
6	VET DANCE	11DAN
7	VCE UNIT 1 & 2 DRAMA	11DRA
8	VCE UNIT 1 & 2 ECONOMICS	11ECO
9	VCE UNIT 1 & 2 ENGLISH	11ENG
10	VCE UNIT 1 & 2 PRODUCT DESIGN TECH : FASHION	11FAS
11	VCE UNIT 1 & 2 MATHS: FOUNDATION MATHEMATICS	11FDNM
12	VCE UNIT 1 & 2 FOOD STUDIES	11FOOD
13	VCE UNIT 1 & 2 MATHS: GENERAL MATHEMATICS	11GM
14	VET HEALTH	11HEA
15	VCE UNIT 1 & 2 HEALTH AND HUMAN DEVELOPMENT	11HHD
16	VET HOSPITALITY	11HOS
17	VCE UNIT 1 & 2 INFORMATION TECHNOLOGY	11ICT
18	VCE UNIT 1 & 2 LANGUAGES: INDONESIAN SECOND LANGUAGE	11IND
19	VCE UNIT 1 & 2 LANGUAGES: ITALIAN	11ITA
20	VET LAB SKILLS	11LAB
21	VCE UNIT 1 & 2 LITERATURE	11LIT
22	VCE UNIT 1 & 2 LEGAL STUDIES	11LS
23	VCE UNIT 1 & 2 MEDIA	11MED
24	VCE UNIT 1 & 2 MATHS: MATHEMATICAL METHODS	11MM
25	VCE UNIT 1 & 2 MUSIC PERFORMANCE	11MUS
26	VCE UNIT 1 & 2 PHYSICAL EDUCATION	11PE
27	VCE UNIT 1 & 2 PHILOSOPHY	11PHI
28	VCE UNIT 1 & 2 PHYSICS	11PHY
29	VCE UNIT 1 & 2 AUSTRALIAN AND GLOBAL POLITICS	11POL
30	VCE UNIT 1 & 2 PSYCHOLOGY	11PSY
31	VET SPORT AND RECREATION	11SAR
32	VCE UNIT 1 & 2 MATHS: SPECIALIST MATHEMATICS	11SM
33	VCE UNIT 1 TEXTS AND TRADITIONS	11TT
34	VCE UNIT 1 & 2 VISUAL COMMUNICATION DESIGN	11VCD
35	VCE UNIT 1 & 2 PRODUCT DESIGN TECH : WOOD	11WOOD
36	11 VOCATIONAL MAJOR LITERACY	11VMLIT
37	11 VOCATIONAL MAJOR NUMERACY	11VNUM
38	11 VOCATIONAL MAJOR WORK RELATED SKILLS	11VMWRS
39	11 VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS	11VMPD

