killester college
a Catholic School for Girls

VCE Curriculum Handbook

2027

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Principal's Message

The final years of schooling are both an exciting and challenging time for students. At this important stage, our core values of hope, courage, and compassion underpin our strong partnership with families, as we work together to support students in developing meaningful and fulfilling pathways beyond their time at Killester College.

This journey begins in Year 9 through the Futures Program, where a focus on careers introduces early conversations about pathways. Students and families are supported to design a learning program that recognises individual strengths, nurtures talents, and encourages each student to strive for their full potential.

In Year 10, the Careers and Pathways Program deepens students' understanding of their abilities and aspirations, supported by the comprehensive Morrisby Career Program. Through initiatives such as the Dare to Dream Program, students engage with industry professionals and gain valuable insights into a range of career possibilities. They also begin to develop key employability skills, including interview preparation, while planning for their senior secondary years.

Students and families work closely with our highly skilled Careers and Programs teams to design personalised learning pathways aligned with each student's interests, strengths, and goals. Killester offers a diverse and dynamic range of senior subjects and programs, and we are proud of our commitment to ensuring every student has the opportunity to develop their God-given talents and pursue their aspirations.

In Years 11 and 12, students undertake a highly personalised program of study. Pathway options include the Victorian Certificate of Education (VCE), the VCE Vocational Major, and a range of VET offerings, enabling students to be both challenged and well prepared for their chosen futures.

At Killester, our vision is to equip young people with the skills, confidence, and resilience needed to engage with the world purposefully and responsibly. We strive to foster a commitment to personal excellence and meaningful contribution to the wider community. Through informed and empowering choices, students are supported to pursue pathways that inspire them, expand their opportunities, and enable them to approach their futures with clarity, confidence, and optimism.

Annie Rosati
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.

Key Dates

9th June	Year 10 Pathways Interviews commence 2027 *VCE Curriculum Handbook* available on the College website
10 June	Year 10 into 11 Subject Selection Briefing 1 (Period 2) ***VCE, VM & VET Requirements, plus English & Maths options***
24 June	Year 10 into 11 Subject Selection Briefing 2 (Periods 1 & 2) ***Learning Area Leaders Subject Presentations***
16 July	Year 11 into 12 Subject Selection Briefing (Period 2) Year 10 into 11 Subject Selection Briefing 3 (Period 2) ***Student Panel*** **Senior School Information Night and Subject Expo**
17 July	Online Subject Selection Portal Opens - 9:00am
31 July	Online Subject Selection Portal Closes - 9:00am

Support Available

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

Ms Lucinda Nolan lnolan@killeste.vic.edu.au	Assistant Principal - Learning & Teaching
Mr Stephen McPhail smcphaill@killester.vic.edu.au	Assistant Principal - Students (Years 10-12)
Mr Luke Martin lmartin@killester.vic.edu.au	Senior Strategy Leader
Miss Samantha Powell spowell@killester.vic.edu.au	Senior Programs Leader - VCE
Ms Katie Molony kmolony@killester.vic.edu.au	VET & Vocational Major Leader
Mrs Loretta McKail lmckail@killester.vic.edu.au	Careers & Pathways Educator
Mrs Rachel Meyer rmeyer@killester.vic.edu.au	Careers & Pathways Practitioner
Ms Brittany Jewell bjewell@killester.vic.edu.au	Learning Diversity Leader (10-12)
Mrs Amy Dallas adallas@killester.vic.edu.au	Technologies Learning Leader
Mrs Rebecca Fyfield rfyfield@killester.vic.edu.au	English Learning Leader
Ms Emma Sadler esadler@killester.vic.edu.au	Health and PE Learning Leader
Mrs Isabelle Chalhoub ichalhoub@killester.vic.edu.au	Humanities Learning Leader
Miss Bella Jenkins ijenkins@killester.vic.edu.au	Languages Learning Leader
Mrs Allison Wilding awilding@killester.vic.edu.au	Mathematics Learning Leader
Miss Jenna Cronin jcronin@killester.vic.edu.au	Performing Arts Leader
Mrs Brigitte Mercuri bmercuri@killester.vic.edu.au	RE Learning Leader
Ms Tanya McAllister tmcallister@killester.vic.edu.au	Science Learning Leader
Mrs De Leggo dleggo@killester.vic.edu.au	Visual Arts Learning Leader

VICTORIAN CERTIFICATE OF EDUCATION

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:
    - English Units 1-4
    - EAL Units 1-4 (prerequisite conditions pending)
    - 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 English and one Religious Education unit.

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

**This is to ensure that all students have the security of an additional Unit 3/4 sequence, and have a fifth subject to contribute towards their ATAR.*

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
- 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

Killester College supports academic excellence by offering high-achieving students the opportunity to accelerate their VCE studies—completing a Unit 1 & 2 subject in Year 10 and/or a Unit 3 & 4 subject in Year 11.

Acceleration is not automatic and is considered on a case-by-case basis. Applications are assessed based on academic performance, attendance (minimum 90%), organisational skills, subject teacher and Learning Area Leader recommendations, and alignment with the student's VCE and post-school pathway.

Acceleration is currently offered in:

> Biology, Business Management, General Mathematics, Health & Human Development, History, Legal Studies, Physical Education, Psychology, Applied Computing, and selected VET subjects (e.g. Sport & Recreation & ICT).

While completing the Unit 1 & 2 sequence before a Unit 3 & 4 subject is advantageous, it is not always a prerequisite.

Students must complete the Application to Undertake an Accelerated Study form by the published deadline. Students who are eligible will only be permitted to accelerate in ONE subject.

For full details, including eligibility criteria and progression requirements, view the VCE Acceleration Policy here.

VCE Baccalaureate

The VCE Baccalaureate is a recognition for students who complete a VCE program that includes both a higher-level mathematics subject and a language.

To be eligible, students must complete:

- English, English Language or Literature (study score of 30+), or EAL (33+)
- Mathematical Methods or Specialist Mathematics
- A VCE Language
- Two additional Unit 3–4 sequences

Students who meet these requirements will receive a VCE Baccalaureate certificate and have it noted on their Statement of Results.

Note: The VCE Baccalaureate does not provide any ATAR bonus.

VICTORIAN CERTIFICATE OF EDUCATION

VOCATIONAL MAJOR

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 units** (including a VCE sequence of choice in year 11)
- **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 Religious Education unit. Year 12 students will undertake a VM program consisting of the following course of study: VM Literacy or VCE English, a Mathematics subject, a VET subject, VM Work Related Skills, VM Personal Development Skills, 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

**Please note that VET studies attract an additional fee charge. Students who choose to complete an external VET study are expected to follow up with their teachers on schoolwork they may have missed while at TAFE.*

A Standard VCE VM Program

Year 11						
Subject 1 RE - Unit 2 Religion and Society **or** Unit 1 Texts and Traditions	**Subject 2** Unit 1 & 2 Literacy	**Subject 3** VET	**Subject 4** Unit 1 & 2 Numeracy	**Subject 5** Unit 1 & 2 Work Related Skills	**Subject 6** Unit 1 & 2 Personal Development	**Subject 7** Unit 1 & 2 VCE Study
Year 12						
Subject 1 RE - school based	**Subject 2** Unit 3 & 4 Literacy	**Subject 3** VET	**Subject 4** Unit 3 & 4 Numeracy	**Subject 5** Unit 3 & 4 Work Related Skills	**Subject 6** Unit 3 & 4 Personal Development	

VCE Vocational Major Course Planner

Year 11, 2027

Semester 1						
Subject 1 (RE)	**Subject 2** (Literacy)	**Subject 3** VET	**Subject 4** (Numeracy)	**Subject 5** (Work Related Skills)	**Subject 6** (Personal Development Skills)	**Subject 7** (VCE Unit 1)

Outside of school study (if applicable):

Semester 2						
Subject 1 (RE)	**Subject 2** (Literacy)	**Subject 3** VET	**Subject 4** (Numeracy)	**Subject 5** (Work Related Skills)	**Subject 6** (Personal Development Skills)	**Subject 7** (VCE Unit 2)

Outside of school study (if applicable):

Year 12, 2028

Semester 1						
Subject 1 (RE)	**Subject 2** (Literacy))	**Subject 3** VET	**Subject 4** (Numeracy)	**Subject 5** (Work Related Skills)	**Subject 6** (Personal Development Skills)	**Study Block**

Outside of school study (if applicable):

Semester 2						
Subject 1 (RE)	**Subject 2** (Literacy)	**Subject 3** VET	**Subject 4** (Numeracy)	**Subject 5** (Work Related Skills)	**Subject 6** (Personal Development Skills)	**Study Block**

Outside of school study (if applicable):

VCE - Vocational Major Subjects offered in 2027

(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 ono 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

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

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) 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

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

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

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

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 ono 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.

VICTORIAN PATHWAYS CERTIFICATE

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.***

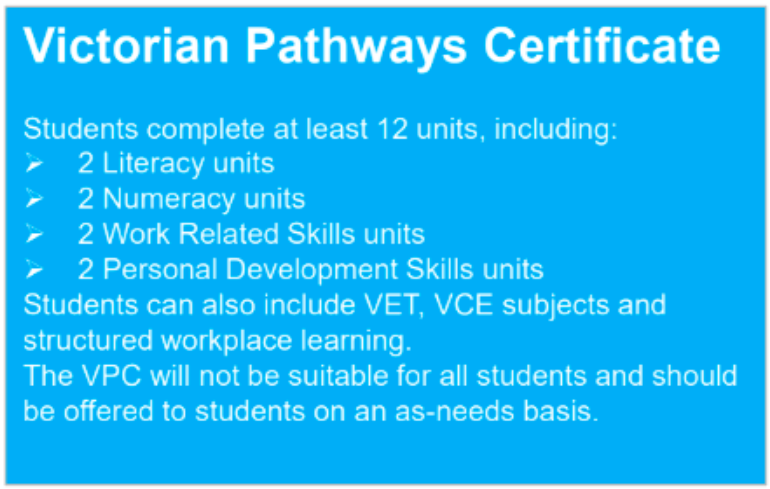
What must I include in my program?

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.*



VOCATIONAL EDUCATION & TRAINING

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 11 and 12. These studies are usually completed over two years as part of a student's subject load, so should be commenced in Year 11 in order to complete the full certificate. 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). Several VET subjects are offered as part of the curriculum at Killester College, but it is also possible to attend an external provider (such as a TAFE) to complete an alternative VET that is not offered at the College.

It is important to note the following in relation to VET courses offered externally 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 if they choose a VET subject that is offered externally..
- 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.

In addition to these requirements for external VETs, the following applies to VET subjects offered at Killester College also:

- VET subject intakes are only at the commencement of the school year (Year 10, Year 11):
    - Students will not be permitted entry into a VET course mid-year.
    - Students will not be permitted entry into a VET certificate in the second year, if they have not completed the first year.

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

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.

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. Read the support material provided by the Learning Area Leaders. Curriculum Handbooks will be released to coincide with the VCE Information Evening. Students will undertake a Transition Program in November, known as Head Start, during which time they will commence work for their subjects in 2027..

Please note: any requests for subject changes must be made by the end of the first week of classes in 2027. These requests must be made in writing on the Subject Change Application Form, available from the Year Level Leader or the Careers Department, with all relevant signatures. 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 2027, 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 2027 program.

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

2027 VCE & VET CURRICULUM OFFERINGS

2027 VCE/VET Subjects

Units 1 & 2

Arts & Technologies

- Art Creative Practice
- Applied Computing & Data Analytics
- VET Cookery
- Drama
- VET Information and Communications Technology
- Media
- Music Contemporary Performance
- Product Design Technology: Fashion
- Product Design Technology: Wood
- Visual Communication Design

English

- English/EAL
- Literature

Health & Physical Education

- Health & Human Development
- Physical Education
- VET Sport & Recreation

Humanities

- Accounting
- Business Management
- Economics
- History: Modern History
- Industry & Enterprise
- Legal Studies
- Politics

Languages

- Italian
- Indonesian

Mathematics

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Religious Education

- Texts & Traditions (Unit 1 only)
- Religion & Society
- Philosophy

Science

- Biology
- Chemistry
- Physics
- Psychology
- VET Laboratory Skills

Vocational Major / VET studies

- VET Community Services

Units 3 & 4

Arts & Technologies

Art Creative Practice
Applied Computing and Data Analytics
VET Cookery
Drama
VET Information and Communications Technology
Media
Music Contemporary Performance
Product Design Technology: Fashion
Visual Communication Design

English

English/EAL
Literature

Health & Physical Education

Health & Human Development
Physical Education
VET Sport & Recreation

Humanities

Accounting
Business Management
Economics
History: Revolutions
- American & French Revolutions
- Russian & Chinese Revolutions

Legal Studies
Politics

Languages

Italian
Indonesian

Mathematics

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

Religious Education

Texts & Traditions
Religion & Society
School-based RE
Philosophy

Science

Biology
Chemistry
Physics
Psychology
VET Laboratory Skills

Wonder

Extended Investigation

Vocational Major / VET studies

VET Community Services **(in 2028)**

VCE Course of Study Planner

Pathway: _____ **Pre-Requisites:** _____

Year 11, 2027

Semester 1						
Subject 1 (RE)	**Subject 2** English	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**	**Subject 7**

Outside of school study (if applicable):

Semester 2						
Subject 1 (RE)	**Subject 2** English	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**	**Subject 7**

Outside of school study (if applicable):

Year 12, 2028

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

As technology continues to evolve rapidly, there are increasing opportunities for enterprising and entrepreneurial individuals to develop new technologies, as well as identify innovative uses for existing technologies. Students develop a range of data analytics, programming and cyber security skills that are in high demand in today's digital age. VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level. VCE Applied Computing plays a crucial role in transforming and improving student outcomes. It provides students with diverse pathways that enable them to develop into knowledgeable and skilled individuals who have the capability to work collaboratively in this rapidly expanding technological landscape.

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 an object-oriented programming (OOP) language to develop a working software solution.
In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language.

Unit 2: Applied Computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information. In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution. In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

At Units 3 & 4, students have the opportunity to choose between completing either Unit 3 & 4 Data Analytics or Units 3 & 4 Software Development. The 2028 Unit 3 & 4 sequence will be determined by the choices of the 2027 Year 11 cohort, subject to numbers.

Unit 3 & 4: Data Analytics

In these units students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

OR Unit 3 & 4: Software Development

In these units students apply the problem-solving methodology to develop working software modules using an object-oriented programming

(OOP) language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students interpret the requirements and designs for developing working software modules. Students use a common OOP language and undertake the problem-solving activities of manipulation (programming), validation, testing and documentation in the development stage.

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

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 leads directly to further studies in areas such as artificial intelligence, computer science, cyber security, data analytics and data science, data management, digital literacy, games development, networks, programming, robotics, software engineering, systems analysis and telecommunications. The skills acquired in VCE Applied Computing could be utilised across a range of industries including healthcare, finance, entertainment, education, construction and business/commerce.

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.
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.
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.

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 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.

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%
- Unit 4 School-assessed Coursework: 10%
- end-of-year examination: 30%

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.

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.

Assessment

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

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%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Careers & Pathways

Health and Medical practitioner; Biological Sciences

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%
End-of-year examination	50%

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?

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?

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.

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

Levels of Achievement

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

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.

Careers & Pathways

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

Community Service (VCE/VET Certificate III in Community Service)

Rationale

This nationally recognised qualification serves as an entry pathway for community services workers, enabling them to act as a first point of contact to assist individuals with their immediate needs. Work at this level is conducted under direct, regular supervision and adheres strictly to clearly defined organisational guidelines. Completion of the 2 year course, prepares entry-level community services workers to support individuals through the provision of person-centred services. The role involves delivering day-to-day support in community settings and assisting with the implementation of specific community-based programs. Work is conducted under the direction of others, with supervision ranging from direct to indirect, within various community services organisations.

Structure & Unit Outline

The study is made up of five core units and four elective units in Year 11 and a minimum of 360 hours in Year 12.

Unit 1 and 2 of the program include:

- Organise and complete daily work activities
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety

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

- Facilitate responsible behaviour
- Provide individualised support
- Recognise and respond to crisis situations
- Support participative planning processes
- Support group activities
- Provide First Aid
- Use communication to build relationships

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 Community Services 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. Students may need to participate in placements to be assessed in practical environments.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Community Services 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.

Levels of Achievement

Students wishing to receive a study score for VCE VET Community Services 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 Community Services.

Careers & Pathways

Career pathways in Community Services can include:

- Community Support Worker
- Home Helper
- Neighbourhood Centre Assistant
- Residential Care Assistant

Pathways for Community Services can include further study in:

- Certificate IV Community Services
- Certificate IV Youth Work
- Certificate IV Mental Health
- Certificate IV Disability Support
- Certificate IV in School Based Education Support
- Diploma of Community Services

Higher Education for Community Services can include:

- Bachelor of Social Work
- Bachelor of Youth Work
- Bachelor of Psychology
- Bachelor of Human Services
- Bachelor of Counselling

Cookery (VCE/VET Certificate II in Cookery)

Rationale

This qualification may prepare individuals with a 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:

- Participate in safe food handling practices.
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock.
- Participate in safe work practices.

Plus two electives:

- Prepare and present simple dishes.
- Prepare and present sandwiches.

Unit 3 & Unit 4

Five compulsory units of competency including:

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit eggs and farinaceous dishes
- Work effectively in a commercial kitchen.

Entry

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

Assessment

Two or three (depending on the UoC) 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

Drama

Rationale

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Structure & Unit Outline

The study is made up of 4 units.

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.
Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Unit 3: Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

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

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. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level.

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.

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. They consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving 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:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report

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.

Structure & Unit Outline

The study is made up of four units.

Unit 1

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. Students will also 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.

EAL students

EAL students will work with extracts from texts.

Unit 2

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 also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

Unit 3

In this unit of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students will also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

EAL students

EAL students will need to complete an aural component of the outcome too.

Unit 4

In this unit of study, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students will also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort.

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 feature
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text

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%

Extended Investigation

Rationale

VCE Extended Investigation enables each student to identify a research question and carry out an independent research project designed to answer it. The research question may be based on a topic already encountered in a student's VCE program, allowing exploration of the topic of interest at a more advanced level, or it may be completely unrelated to other VCE studies.

Students develop and apply critical thinking skills at every stage of the study, with an emphasis on learning to think as a researcher. They recognise what constitutes a good research question and develop an ethical, disciplined and reasoned approach to gathering and interpreting data. They learn to analyse and evaluate the arguments presented by other researchers as they conduct a review of the academic literature relevant to their research question. They evaluate the clarity, plausibility and validity of their own ideas and arguments.

Students learn and apply project management skills to ensure completion of their research within the limits of the time and resources available, and document their progress and sources.

Having completed their investigations, students prepare a substantial written report on their research and its outcomes. They observe the conventions of academic reporting, such as appropriate style and structure, and comprehensive citation and attribution. Students also deliver an oral presentation on their investigation to an educated, non-specialist audience, explaining, critically evaluating and justifying their research choices and conclusions.

Structure & Unit Outline

The study is made up of one Unit 3 and 4 sequence.

Unit 3: Designing and conducting research

In this unit, students develop and practise critical thinking skills, increasing their understanding of different modes of thinking, the elements of argument and the qualities of valid reasoning. Students learn to evaluate the arguments of others and apply the same critical approach to their own developing ideas.

As they consider possible questions for investigation, students explore the scope, nature and purpose of research, the value of various research methods and the principles of ethical conduct. They conduct a review of relevant research literature and identify a specific question. They identify appropriate sources of data and methods of data collection, and begin to undertake their investigation, conducting initial research and refining their understanding of likely challenges in managing their project to a conclusion.

Unit 4: Completing and reporting research

In this unit, students further develop their thinking skills by interpreting, analysing and evaluating arguments. They apply these skills to the research reported by others and to the conduct of their own investigation and the presentation of its outcomes.

Students recognise the key features of sound and well-presented argument in research reports, such as clarity, precision and coherence, and aim for these qualities in their own reporting. They prepare a substantial written report that presents the details of their investigation and its methods and findings in response to the research question.

Students prepare and deliver an oral presentation that explains their investigation and its findings to an educated, non-specialist audience. They show the relationship between their conclusions and the research question, and explain and evaluate their selection of methods. They respond to questions and challenges, reflecting critically on their findings and justifying them where required.

Entry

Students must undertake Unit 3 and Unit 4 as a sequence. Units 3 and 4 are designed for the final year of secondary education. Accordingly, the standard of research required for this study should be consistent with expectations of students in their final year of secondary education. **Year 11 students (2027) who have completed the Research Odyssey elective and are eligible for acceleration are automatically eligible to complete this sequence, if they are not undertaking another accelerated subject. Other Year 11 (2027) students may enrol in this subject if they meet the eligibility requirements for VCE acceleration, and are not already completing a Unit 3 & 4 study in Year 11.**

Assessment

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

- Written rationale (1000 words)
- Written research plan (1000 words) and Oral report (12–16 minutes: 6–8 minutes for presentation, 6–8 minutes for questions and answers)
- Online Critical Thinking Test - mid year (externally assessed)
- Written report, including evaluation (4000 words) - externally assessed
- Oral presentation, including response to panel questions (15–20 minutes) - externally assessed

Levels of Achievement

Unit 3 & 4: School assessed coursework, externally assessed tasks and Critical Thinking Test

Unit 3: School assessed coursework	30%
Unit 4: Externally Assessed Tasks	60%
Critical Thinking Test	10%

Careers & Pathways

Research, academia, journalism, investigative law, public policy, policy development, analyst, education

Health & Human Development

Rationale

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.
This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Unit 2: Managing Health and Development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3: Australia's health in a globalised world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.
Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

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 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End-of-year examination: 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.

VCE History

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.

Modern History (Units 1&2)

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.

Entry

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

Revolutions: American & French (Units 3&4)

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.

Unit 3 American Revolution

Students consider triggers for revolution such as colonial responses to the Boston Massacre, Boston Tea Party and the Coercive Acts, and the degree to which the influence of Enlightenment ideas were instrumental in promoting change in the American colonies. The role of significant individuals and popular movements showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order and/or established order.
Challenges such as the War of Independence and the creation of a new political system in America had profound consequences for the revolutionaries trying to establish a new order. Individuals such as George Washington had the task of leading the Continental Army to victory, while other revolutionary leaders could not predict some of the consequences of their actions for diverse groups, such as Women, Native Americans, African Americans and slaves.

Unit 4 French Revolution

Students consider triggers for revolution such as the calling of the Estates-General, the Réveillon Riots and the storming of the Bastille, and the degree to which the influence of Enlightenment ideas, the attacks on the Church and privilege, and claims to popular sovereignty were instrumental in promoting change in French society. They will examine how individuals, including Louis XVI and Marie Antoinette, and the Marquis De Lafayette had a significant impact on the course of revolution.
Challenges such as the Terror, war, and counter-revolution, and the creation of a new political system had profound consequences for the revolutionaries trying to establish representative government. Individuals such as Marquis De Lafayette had the task of merging the old regime with the new, while the actions of the revolutionaries, including Jean-Paul Marat and Maximilien Robespierre had dire consequences for the bourgeoisie, nobility, women and peasants.

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 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

Revolutions: Russian & Chinese (Units 3&4)

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.

Students can choose to study either the American & French Revolutions or the Russian & Chinese Revolution.

Unit 3 Russian Revolution

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as Bloody Sunday, the October Manifesto and the Kornilov Affair, and the degree to which the revolutionary ideologies emerged in opposition to the existing and dominant order, such as Marxism-Leninism. Students consider to what extent Marxist ideas challenged Tsarist Autocracy. Revolutions can be caused by the motivations and the intended and unintended actions of individuals who have shaped and influenced the course of revolution. Individuals including Tsar Nicholas II and Vladimir Lenin in Russia had a significant impact on the course of revolution.

Unit 4 Chinese Revolution

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as the First United Front and the Sino-Japanese War, and the degree to which revolutionary ideologies emerged in opposition to the existing and dominant order, such as Sun Yixian's (Sun Yat-sen's) Three Principles of the People. Popular movements such as the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order and/or established order.

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

Industry & Enterprise

Rationale

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings. Twenty-first century career pathways are complex and ever changing. Traditional concepts of work are no longer applicable to many careers. VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions in personal, work, social and community settings.

Structure & Unit Outline

The study is made up of four units. Currently, only Units 1 & 2 are being offered at Killester in 2027.

Unit 1: Workplace participation

In this area of study students learn about the importance of a skilled workforce to both Australian society and to the economy. They develop an understanding of career pathway concepts, especially career development and lifelong learning. Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways, and develop techniques that assist them to find suitable work opportunities. Students investigate the nature of work by analysing industry and employment trends, as well as current and future work options. As part of this area of study students must complete the appropriate OH&S induction program in preparation for structured workplace learning, undertaken in Area of Study 2.

Unit 2: Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by industry. Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry. Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

Entry

There are no prerequisites for this subject.

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.

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

- a workplace journal or report based on participation in structured workplace learning
- an enterprise project and activity evaluation
- a career investigation and profile
- a curriculum vitae presented in a digital format
- a work-related skills portfolio including a critically reflective self-assessment
- a short written report (media analysis, research inquiry, case study analysis)
- a video or podcast
- a written blog
- an ICT-based presentation
- an essay
- structured questions.

Structured Workplace Learning

This study requires students to undertake structured workplace learning in educational, community and/or industry settings. Students develop work-related skills and observe, investigate and reflect on activities and issues related to personal structured workplace learning. Prior to undertaking structured workplace learning all students must complete the required Occupational Health and Safety (OH&S) training from the safe@work program. Where a student is working in a different industry from the one in which they had any previous structured workplace learning, they must also complete the relevant industry module for the industry in which they will be working.

Structured workplace learning must constitute a minimum of 35 hours in each of Units 1, 2 and 3, so that students are able to demonstrate achievement of the relevant outcomes in these units.

Levels of Achievement

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

Careers & Pathways

Business and entrepreneurship, human resources and workforce development, project and operations management, education and training, community services and social enterprise, technology and innovation, marketing and communications, public sector and government, construction, trades and manufacturing

Information & Communications Technology (VCE VET Certificate III in Information Technology)

Rationale

The VCE VET ICT program is designed to address the growing demand for skilled professionals in the Information and Communications Technology sector. As the digital landscape continues to expand, there is a significant need for individuals who can navigate, manage, and innovate within this space. The program provides students with a broad range of skills and knowledge, in a variety of ICT Areas including Managing Hardware and Software, Networking, Cyber Security, Programming and Emerging Technologies. Emerging technologies include artificial intelligence (AI), virtual reality (VR), augmented reality (AR) and the Internet of Things (IoT). Upon completion of this subject, students will receive a Certificate III in Information and Communication Technology, a qualification recognised throughout Australia, and a contribution to their ATAR score.

Structure & Unit Outline

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

Unit 1 and 2 of the program include:

- Use Computer Operating Systems and Hardware
- Operate Application Software Packages
- Protect devices from spam and destructive software
- Develop web presence using social media
- Apply Introductory Programming Techniques
- Securely manage Personally Identifiable Information and Workplace Information
- Work in a team
- Develop and extend critical and creative thinking skills

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

- Installing, Configuring and Securing a Small Office or Home Office Network
- Identifying IP, Ethics and Privacy Policies in ICT Environments
- Providing ICT Advice to Clients
- Maintaining and Repairing ICT Equipment and Software
- Providing Basic System Administration

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 Information & Communications Technology 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 information & Communications Technology 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.

Levels of Achievement

Students wishing to receive a study score for VCE VET Information & Communications Technology 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 Information & Communications Technology.

Careers & Pathways

Career pathways in Information & Communications Technology can include:

- ICT Specialist
- ICT Support
- Helpdesk Support
- ICT Operations
- Data Analyst/Management
- Programmer/Coder
- Application/Software Developer
- Network Administration
- Telecommunications
- Website Development
- Social Media Administration

Pathways for Information and Communication Technology can include further study on work:

- Computer Security
- Technical Support
- Database Development
- Network Administration

Higher Education for Information and Communication Technology includes:

- Bachelor of Information and Communication Technology
- Bachelor of Computer Science
- Bachelor of Computer Science (Cyber Security)
- Bachelor of Computer Science (Internet of Things)
- Bachelor of Cyber Security
- Bachelor of Data Science
- Bachelor of Games and Interactivity
- Bachelor of Applied Innovation
- Graduate Certificate of Information Technology
- Master of Information Technology
- Master of Cyber Security
- Master of Business Information Systems
- Master of Science (Network Systems

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.

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. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Structure & Unit Outline

The study is made up of four units.

Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through 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.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through 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. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through 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. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. 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.

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 Indonesian-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 course will consist of studies and learning concepts in the areas of Biology, Chemistry and Maths. 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 and three elective units in Year 11 and four core units and one elective unit 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

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.

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.

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.

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. 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.

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.

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.

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.

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.

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.

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
- Passage analysis
- Commentary

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.

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: The Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2: Wrongs and Rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3: Rights and Justice

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of key personnel, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The People, the Law and Reform

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 was introduced by VCAA in 2023. Foundation Mathematics Units 1 and 2 was formerly offered as a Year 10 study option, this is now a stand alone Year 11 Unit 1 and 2 study..

**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'.

Unit 3 & 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Entry

There are no specific entry requirements for this area of study.

Assessment

The award of satisfactory completion for all Foundation 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: 40%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 Examination: 40%

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*. 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,.

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.

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%
- Units 3 and 4 Examination 2: 30%

Careers & Pathways

Business Manager, Small Business Owner, Accountant, Financial Advisor, Economist, Nurse, Scientist and Teaching are just some of the applicable potential career pathways.

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 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 well 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%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 Examination 1: 20%
- Units 3 and 4 Examination 2: 40%

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%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 Examination 1: 20%
- Units 3 and 4 Examination 2: 40%

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:

- Analysis
- Develop a Media product
- Produce a Media product
- 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 Contemporary 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.

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

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

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: 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.

Unit 4: On Believing

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. In this unit, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible.

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 concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. In VCE Physical Education students are encouraged to appreciate movement while developing theoretical understanding. 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 lifetime. 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. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.
Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

Unit 3: Movement skills and energy for physical activity, sport and exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

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 = 45% and Outcome 2 = 45%
Unit 4: Outcome 1 = 25% ,Outcome 2 = 60%, Outcome 3 =25

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

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?

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?

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.

Levels of Achievement

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 20%
- End-of-year examination: 50%

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.

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.

Politics

Rationale

VCE Politics assists students in understanding their political views and those of others. VCE Politics introduces students to the complexities of Australian society and the contemporary world. It broadens their outlook through examining how political change and decision-making happens and how power may be used.
This entails understanding how political actors pursue their interests and the political significance of human agency. The study assists students in becoming informed observers of and active participants in Australia's political system, and global citizens who are able to think critically about political issues, crises and challenges to democracy. VCE Politics provides students with opportunities to better understand their own rights, responsibilities and participation as national citizens and members of the global community, and to consider their own political agency and the ways they can contribute to participatory democracy and civic engagement.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Ideas, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.
Students consider the concept of power by examining why and how political power is used, with special
attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

Unit 3: Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale.Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Unit 4: Power in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests

and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change.

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%
End-of-year examination	50%

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

Product Design & Technology: Textiles*/Wood**

Rationale

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

Structure & Unit Outline

The study is made up of four units.

Unit 1: Design practices

In this unit students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts.
Students gain an understanding of the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product.

Unit 2: Positive impacts for end users

Students explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).
This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or worldview perspectives.
Students plan to develop an ethical product through a problem-based design approach,

starting with a need or opportunity and using a design process and testing
to problem-solve. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Unit 4: Ethical production and evaluation

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

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.

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 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%
- Units 3 and 4 School-assessed Task: 50%
- End-of-year examination: 30%

Careers & Pathways

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

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.

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.

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. 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.

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%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

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.

Religious Education: Religion and Society

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals; conversely, society has not always interacted positively with religion and has at times supported the unethical behaviour of religions and individuals.

Structure & Unit Outline

The study is made up of four units:

Unit 1: The role of religion in society (all students study in Year 10)

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society.

Unit 2: Religion in ethics (students choose this OR Unit 1 Texts and Traditions in Year 11)

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.

Unit 3: The search for meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Unit 4: Religion, challenge and change

In this unit students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

Assessment

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

- Analytical essay
- Case studies
- 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%
- End-of-year examination 50%

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 (students choose this OR Unit 2 Religion and Society in Year 11)

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

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)

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 kindliness

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 III 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. Units 1 and 2, is competency based learning where students have a range of units and activities which are presented in the sport and recreation industry. Units 3 and 4 offer scored assessment and includes core units such as 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 personal work priorities
- Level 2 First Aid and CPR course
- Respond to emergency situations
- Continuously improve officiating knowledge and skills
- Participating in workplace health and safety
- Participate in conditioning for sport
- Respond to interpersonal conflict
- Provide quality service
- Maintain activity equipment
- Maintain sport, fitness and recreation and recreation industry knowledge

Students will complete a range of practical activities such as:

- 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:

- Deliver recreation sessions
- Conduct Sport Coaching Sessions with Foundation Level Participants.
- Participate in Workplace Health and Safety identification, risk assessment and risk control
- 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 to gain the Certificate III in Sport and Recreation.

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 Communication Design

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways. Visual communication is viewed in increasingly fluid and rapidly changing contexts, recognising that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of Visual Communication Design seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Students develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Structure & Unit Outline

The study is made up of four units.

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections

In Unit 2 students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate

design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

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.

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: 20%
Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2: school-assessed task: 50%
End-of-year examination: 30%

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.

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. It is Killester College policy that students will only be permitted to accelerate in ONE school-based subject. ***(See information on Acceleration on p10 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, Applied 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 a Careers Practitioner.

Can I choose more than one English study?

Yes. Students may choose to study English and Literature at VCE. However, at Killester, it is our policy that students **do not** undertake Literature ONLY.

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 & Strategy 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, 2027, 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 2027 Subject Codes - for subject selection

1	VCE UNIT 1 & 2 ACCOUNTING	11ACC	21	11 VCE VET LABORATORY SKILLS	11LAB
2	VCE UNIT 1 & 2 ART CREATIVE PRACTICE	11ART	22	VCE UNIT 1 & 2 LITERATURE	11LIT
3	VCE UNIT 1 & 2 BIOLOGY	11BIO	23	VCE UNIT 1 & 2 LEGAL STUDIES	11LEG
4	VCE UNIT 1 & 2 BUSINESS MANAGEMENT	11BUS	24	VCE UNIT 1 & 2 MEDIA	11MED
5	VCE UNIT 1 & 2 CHEMISTRY	11CHE	25	VCE UNIT 1 & 2 MATHS: MATHEMATICAL METHODS	11MME
6	VCE UNIT 1 & 2 DRAMA	11DRA	26	VCE UNIT 1 & 2 MUSIC CONTEMPORARY PERFORMANCE	11MUS
7	VCE UNIT 1 & 2 ECONOMICS	11ECO	27	VCE UNIT 1 & 2 PHYSICAL EDUCATION	11PED
8	VCE UNIT 1 & 2 ENGLISH	11ENG	28	VCE UNIT 1 & 2 PHILOSOPHY	11PHI
9	VCE UNIT 1 & 2 PRODUCT DESIGN & TECHNOLOGY: FASHION	11FAS	29	VCE UNIT 1 & 2 PHYSICS	11PHY
10	VCE UNIT 1 & 2 PRODUCT DESIGN & TECHNOLOGY: WOOD	11WOOD	30	VCE UNIT 1 & 2 POLITICS	11POL
11	VCE UNIT 1 & 2 MATHS: FOUNDATION MATHEMATICS	11MFO	31	VCE UNIT 1 & 2 PSYCHOLOGY	11PSY
12	VCE UNIT 1 & 2 FOOD STUDIES	11FOOD	32	VCE UNIT 2 RELIGION & SOCIETY	11RSO
13	VCE UNIT 1 & 2 MATHS: GENERAL MATHEMATICS	11MGE	33	11 VCE VET SPORT AND RECREATION	11SAR
14	VCE UNIT 1 & 2 HEALTH AND HUMAN DEVELOPMENT	11HHD	34	VCE UNIT 1 & 2 MATHS: SPECIALIST MATHEMATICS	11MSP
15	VCE UNIT 1 & 2 MODERN HISTORY	11HIS	35	VCE UNIT 1 TEXTS AND TRADITIONS	11TTR
16	11 VCE VET COMMUNITY SERVICES	11CSE			
16	11 VCE VET COOKERY (CERT 2)	11COO	36	VCE UNIT 1 & 2 VISUAL COMMUNICATION DESIGN	11VCD
17	VCE UNIT 1 & 2 APPLIED COMPUTING	11COM	37	11 VOCATIONAL MAJOR LITERACY	11VML
18	11 VCE VET ICT	11ICT	38	11 VOCATIONAL MAJOR NUMERACY	11VMN
19	VCE UNIT 1 & 2 LANGUAGES: INDONESIAN	11IND	39	11 VOCATIONAL MAJOR WORK RELATED SKILLS	11VMW
20	VCE UNIT 1 & 2 LANGUAGES: ITALIAN	11ITA	40	11 VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS	11VMP

Year 12 2027 Subject Codes - for subject selection

1	VCE UNIT 3 & 4 ACCOUNTING	12ACC
2	VCE UNIT 3 & 4 ART CREATIVE PRACTICE	12ART
3	VCE UNIT 3 & 4 BIOLOGY	12BIO
4	VCE UNIT 3 & 4 BUSINESS MANAGEMENT	12BUS
5	VCE UNIT 3 & 4 CHEMISTRY	12CHE
6	VCE UNIT 3 & 4 DRAMA	12DRA
7	VCE UNIT 3 & 4 ECONOMICS	12ECO
8	VCE UNIT 3 & 4 ENGLISH	12ENG
9	VCE UNIT 3 & 4 EXTENDED INVESTIGATION	12EXT
10	VCE UNIT 3 & 4 MATHS: FOUNDATION MATHEMATICS	12MFO
11	VCE UNIT 3 & 4 MATHS: GENERAL MATHEMATICS	12MGE
12	VCE UNIT 3 & 4 HEALTH AND HUMAN DEVELOPMENT	12HHD
13	VCE UNIT 3 & 4 ITALIAN	12ITA
14	VCE UNIT 3 & 4 INDONESIAN	12IND
15	12 VCE VET ICT	12ICT
16	12 VCE VET COOKERY (CERT 2)	12COO
17	VCE UNIT 3 & 4 DATA ANALYTICS	12COM
18	12 VCE VET LABORATORY SKILLS	12LAB
19	VCE UNIT 3 & 4 LITERATURE	12LIT
20	VCE UNIT 3 & 4 LEGAL STUDIES	12LEG
21	VCE UNIT 3 & 4 MEDIA	12MED
22	VCE UNIT 3 & 4 MATHS: MATHEMATICAL METHODS	12MME
23	VCE UNIT 3 & 4 MUSIC CONTEMPORARY PERFORMANCE	12MUS
24	VCE UNIT 3 & 4 PRODUCT DESIGN & TECHNOLOGY: FASHION	12FAS
25	VCE UNIT 3 & 4 PHYSICAL EDUCATION	12PED
26	VCE UNIT 3 & 4 PHILOSOPHY	12PHI
27	VCE UNIT 3 & 4 PHYSICS	12PHY
28	VCE UNIT 3 & 4 POLITICS	12POL
29	VCE UNIT 3 & 4 PSYCHOLOGY	12PSY
30	VCE UNIT 3 & 4 REVOLUTIONS: AMERICA & FRANCE	12RVA
31	VCE UNIT 3 & 4 REVOLUTIONS: RUSSIA & CHINA	12RVR
32	12 VCE VET SPORT AND RECREATION	12SAR
33	VCE UNIT 3 & 4 MATHS: SPECIALIST MATHEMATICS	12MSP
34	VCE UNIT 3 & 4 RELIGION & SOCIETY	12RSO
35	VCE UNIT 3 & 4 TEXTS AND TRADITIONS	12TTR
36	12 SCHOOL-BASED RE	12REL
37	UNIT 3 & 4 VISUAL COMMUNICATION DESIGN	12VCD

38	12 VOCATIONAL MAJOR LITERACY	12VML
39	12 VOCATIONAL MAJOR NUMERACY	12VMN
40	12 VOCATIONAL MAJOR WORK RELATED SKILLS	12VMW
41	12 VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS	12VMP