MANSFIELD SECONDARY COLLEGE

2026 VCE Curriculum Handbook

15 View Street, Mansfield VIC 3722
PO Box 203, Mansfield VIC 3724
Ph: 03 5775 2022
mansfield.sc@education.vic.gov.au
www.mansfieldsc.vic.edu.au

Contents

GENERAL INFORMATION

INTRODUCTION

This booklet contains detailed information about the VCE courses to be conducted at Mansfield Secondary College in 2026, subject to certain considerations including student demand.

At Mansfield Secondary College we offer the Victorian Certificate of Education (VCE) as one integrated senior secondary certificate. Within the VCE, students can elect to complete the VCE Vocational Major (VM) which is an applied and vocational learning based equivalent VCE. This provides all students the opportunity to complete a senior secondary certificate in line with their post-secondary needs and interests. For students who are not yet ready to undertake the VCE, the Victorian Pathways Certificate (VPC) can be undertaken in Year 11 to improve preparedness for the VCE in subsequent years, or work, apprenticeship or traineeship pathways.

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 are benchmarked to a Year 12 standard. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 sequences in the first year.

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.

STUDENT SUPPORT

Wellbeing

Mansfield Secondary College is committed to building a learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity provide a basis upon which appropriate programs and procedures are developed across the College.

The College has a team of staff who support students in their learning and participation in school life, these include:

- A team of **Year Level Coordinators** who monitor overall student progress and provide support to students when required
- A **Wellbeing Coordinator** who is responsible for overseeing the wellbeing of MSC students, providing support, developing programs and referring to external services where required
- An **Adolescent Health Nurse** (School Nursing Program) who offers general health-related information and advice to students and is available by appointment
- A **Mental Health Practitioner** (MHP) who provides mental health support to students. The MHP is accessed via the Wellbeing Coordinator
- Two **Student Wellbeing Officers** who provide counselling and support to students and assist with whole-school initiatives

At MSC we want to ensure that every student feels known and valued. Our **homegroup program** gives students the opportunity to build a positive and supportive relationship with a teacher who they will see every day. Homegroup teachers play a vital role in understanding their students, their needs, goals and aspirations. The home group curriculum addresses a range of wellbeing topics throughout the year.

At times students might require additional wellbeing support. MSC student support team members can make referrals to appropriate external support services. These may include, but are not limited to: psychologists, DET student support services, NESAY, North East Child & Adolescent Mental Health Service, Junction Support Services and Headspace. In all instances, MSC staff will aim to work collaboratively with families to achieve the best outcomes for students.

As a 'respectful relationships' school, MSC explicitly seeks to promote and model respect, positive attitudes and behaviours and teach students how to build healthy relationships, resilience and confidence.

Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

STUDENT ASSESSMENT AND REPORTING

The 'progressive reporting' structure used at Mansfield Secondary College updates parents on how their child is progressing with their studies. 'Progressive reporting' builds throughout the year and provides students and parents with ongoing assessment of student learning. Parents are able to access results and feedback throughout the semester rather than waiting for a 'Semester Report' for indications on how their child is progressing.

Progressive Reporting

Progressive Reporting allows parents and the students to see:

- What they have achieved
- What they need to improve and
- Suggested paths for improvement

Progress Report - twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Semester Report - end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.

CO-CURRICULAR ACTIVITIES

Mansfield Secondary College provides several different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Year 7-10 Snowsports Program, term 3
- Year 7 Howqua Camp
- Year 8 Rubicon Camp
- Year 8 Surf Camp
- Year 9 School for Student Leadership Program
- Year 9 Humanities Melbourne Trip
- Year 9 and 10 Indonesian Melbourne Trip
- Year 9 and 10 Agribusiness Seymour Alternative Farming Expo
- Year 9 and 10 Adventure Challenge camps and day trips throughout the year
- Year 9 and 10 Philosophy Camp
- Year 11 and 12 Outdoor Education camps and day trips throughout the year
- Year 11 Kinglake Forest Adventure Camp
- Year 12 VCEVM Camp
- Senior School Retreat Days
- Senior School Melbourne Careers Expo

We have embedded programs that utilise community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a farm placement component
- Year 10 Work Experience program

Our strong sporting tradition is supported by our involvement in:

- Interschool Snowsports Competition Term 3
- Round Robin Sports, Terms 1,2 & 3
- Interschool Sports throughout the year
- Adventure Challenge Outdoor & Environmental Studies (Years 11 & 12)

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET)qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence

Entry to VCE Studies

Students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experiences, or be willing to undertake some preparation. Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

The minimum requirement is satisfactory completion of 16 units that must include:

- Three units from the English group, with at least one sequence at Units 3 and 4 level.
- At least three sequences of Units 3 and 4 studies other than English.

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

Unscored VCE

The College expects that all students enrolled in VCE Year 12 will undertake the end of year examinations and be awarded a study score for each subject, which will contribute towards their ATAR. In exceptional circumstances a student may elect not to undertake the end of year exams in each of their subjects and complete an unscored VCE.

Unscored VCE means the student can be awarded their VCE but will not receive an ATAR. Students and their parent/guardian would be required to have an appointment with the senior school coordinator, to discuss an unscored VCE and the implications of this decision

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

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

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

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

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

Structure of the VCE VM
The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. This is in line with current VCE subjects and seeks to improve the assessment rigor of the VCE VM. Students will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in a team to satisfy the key knowledge and skills associated with each outcome within the 4 VCE VM subject offerings.

Requirements of the VCE VM
Students must successfully finish at least 16 units, including:
- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

At Mansfield Secondary College all students completing the VCE VM program will be completing a minimum of 6 timetabled subjects in Year 11 and 5 timetabled subjects in Year 12. This will include VET studies (a choice of two) across both year of the VCE VM. All students completing a VCE VM program are expected to complete a school-based apprenticeship or traineeship as part of their program.

Completion requirements
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit.

This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

VCE subjects within the VCE VM
Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM. However, selection of VCE units within the VM will be limited to the subjects available outside of the specified VM core subjects on the timetable.

VCE VM Subject Overviews

1. Literacy

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

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

2. Numeracy

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

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

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

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

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

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

3. Personal Development Skills (PDS)

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

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

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

4. Work Related Skills (WRS)

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

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

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective

communication contribute to a healthy, collegiate workplace.
Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

5. VET - Vocational Certificate

The VCE VM Program at Mansfield Secondary College:

	Year 11	Year 12
Timetabled classes (3 or 4 periods per week, per subject)	VM Literacy unit 1 & 2 VM Numeracy unit 1 & 2 VM PDS unit 1 & 2 VM WRS unit 1&2 VET Certificate	VM Literacy unit 3 & 4 VM Numeracy unit 3 & 4 VM WRS unit 3 & 4 VM PDS unit 3 & 4 VET Certificate
Other	SBAT Certificate II or Certificate III (one day of no scheduled classes for SBAT participation)	Continue SBAT Certificate II or Certificate III (one day of no scheduled classes for SBAT participation)

The default program detailed above allows for maximum opportunity for eligibility for all students, whilst maintaining our model of allowing for one day of structured workplace learning.
Once students have completed their first year of the VCE VM in year 11, there is flexibility within the program to adapt it to satisfy the requirements of the VM whilst also catering to individual students interests and aspirations in year 12, dependent of the number and type of units satisfactorily completed in year 11.

The classes that all students will be enrolled in are highlighted above in bold. The year 11 program has limited flexibility to ensure students are set up for flexibility in their year 12 program.

In this model, year 11 students will complete:
- VM Literacy unit 1 & 2
- VM Numeracy unit 1 & 2
- VM Personal development skills unit 1 & 2
- VM Work related skills unit 1 & 2
- VET nominal hours.
- SBAT Certificate II or Certificate III

In year 12, VCE VM students are required to complete at least 4 unit 3 & 4 sequences to be awarded the VCE VM. To this end, students are required to complete:
- VM Literacy unit 3 & 4
- VM Work related skills unit 3 & 4
- two other unit 3 & 4 sequences at a minimum.
- SBAT Certificate II or Certificate III (if not completed)
- Students are encouraged to complete 5 unit 3 & 4 sequences

Attendance Requirements
Due to the nature of the VCE VM, students are expected to complete an SBAT throughout the course of their program. To this end, students enrolled in the Year 11 & Year 12 VCE VM program are expected on site for face-to-face classes on Monday – Wednesday and Friday only. Each Thursday students are expected to be participating in their chosen SBAT or undertaking work experience to gain a SBAT.

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

When enrolling a student into the VPC, the individual needs of the student must be considered. Discussions about the VPC's suitability for a student will be conducted between the Mansfield Secondary College (senior school coordinator), the student and their family.

The VPC has different study designs that must be adhered to throughout delivery and students will attend these classes alongside the respective VCE VM class in their year level.

Structure of the VPC
The VPC has specific subjects designed to prepare students for a vocational pathway. The subjects are VPC Literacy, VPC Numeracy, VPC Work Related Skills, and VPC Personal Development Skills. Each subject has a set of learning goals which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Requirements of the VPC
The VPC is a two-year certificate and students must complete a minimum of 12 units, which must include:
- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units and
- 2 Personal Development Skills units.

Students can also do other VCE subjects, and structured workplace learning. The certificate may be completed over a longer period of time if needed.

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

Other inclusions
Structured workplace learning (SWL) or an SBAT can be included in the VPC. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Students can also complete VCE VM units as part of the VPC, with will contribute to satisfactory completion.

When a student is enrolled in the VPC an individualised program will be created to meet the needs and interests of the student.

VPC Subject Overviews

1. Literacy

The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from local and global cultures, forms and genres students learn how information can be shown through print, visual, oral, digital and multimodal representations. Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing skills are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

2. Numeracy

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context relevant to the learner. Numeracy gives meaning to mathematics, and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations. Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through numeracy, students 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 At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts

3. Personal Development Skills

Personal Development Skills (PDS) is all about helping to build social and emotional inelegance and 21st century skills like teamwork, organisation, time management, communication, problem solving and leadership. This is done through participation in individual and group projects, presentations, and collaborations. Student will also understand and explore the concept of community and learn how to become actively involved with their school and wider community. PDS also helps young people identify and build on their personal strengths and abilities and helps them to understand and nourish their physical and emotional health and wellbeing.

4. Work Related Skills

Work Related Skills aims to help students understand options for and plan for meaningful engagement beyond secondary education in employment, training, or community participation. Students will understand and build the skills, capabilities and personal attributes required for their chosen pathway, they will investigate employment opportunities that exist within workplaces and look at how qualifications and further study can increase those opportunities. Students will learn how to seek and apply for a variety of post secondary school employment and education opportunities. And will use a variety of skills, planning and communication techniques to carrying out a small-scale work-related activity.

Students will learn about the role of physical and mental health in the workplace, how employees and colleagues can contribute to physical and mental health and how they can address unlawful workplace practices.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

Students at Mansfield Secondary College have the unique opportunity to complete an apprenticeship or traineeship whilst also completing their secondary schooling. For students to complete a SBAT, the minimum age is 15 years old and students must be in Year 10, 11 or 12.

SBATs provide students the opportunity to develop practical employability skills and develop practical industry specific skills in their chosen field.

An SBAT can contribute to VCE programs and be completed alongside either VCE or VCE VM and are usually certificate II or III. Certificate level and competencies achieved will determine the level of contribution towards the VCE and the VCE VM.

For students completing an SBAT in Year 10, the allocated workday is Wednesday. Students are expected to remain up to date with missed classwork each Wednesday by speaking to their teacher. Further, when a student has been formally signed up to complete an SBAT, they are permitted to withdraw from one elective to allow completion of the corresponding assigned TAFE units of competency.

All students undertaking a VCE VM program are expected (and required in most cases) to complete an SBAT. During Year 11 work experience will be arranged for students who are unsure of the industry to complete an SBAT in, to ensure success in the chosen SBAT.

For students who are completing an SBAT as part of a VCE Vocational Major program in Year 11 and Year 12, the allocated workday is Thursday, when no VCE VM classes are delivered. It is an expectation that all students completing a VCE VM program also complete an SBAT.

For students who are completing an SBAT as part of a VCE program, the allocated workday is determined individually, based on the day which the least impact will occur to timetabled classes. Students who elect to complete an SBAT as part of the VCE, will usually complete five subjects in Year 11 and continue with these five subjects into Year 12.

At Mansfield Secondary College, students who are undertaking a VCE program need to begin their SBAT during Year 11 and will not be permitted to begin an SBAT in Year 12. This is because it is unlikely the SBAT will be completed and therefore not contribute to VCE completion.

Students who are interested in completing an SBAT need to speak to the Careers and Pathways Practitioner and will be expected to demonstrate initiative, high work ethic and represent school values

VOCATIONAL EDUCATION & TRAINING (VET) STUDIES

At Mansfield Secondary College we offer three VET studies as part of our timetabled face to face programs. VET studies can contribute to VCE completion and are offered to all students throughout their schooling from Year 9 onwards.

Students are eligible to undertake VCE VET Agribusiness (Certificate II Agriculture) in Year 9 & 10 which can, in turn, contribute to a VCE program in Year 11 & 12 upon successful completion.

Students undertaking the VCE VM are eligible to commence a VET Certificate in Year 11. This is a compulsory subject for all Year 11 students undertaking a VCE VM which contributes to eligibility to successfully complete the VCE VM.

Students who choose to pursue a VCE pathway in Year 11 & 12 can access VET studies through completing a school based apprenticeship or traineeship (SBAT).

SUBJECT INFORMATION

ART: CREATIVE PRACTICE – UNITS 1 & 2

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

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

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

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

Unit 1
In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.
They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

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

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

Assessment
Outcome 1: Short Answer Responses with Visual References
Outcome 2: Sample of Visual Responses
Outcome 3: Documentation of Creative Practice

Unit 2
In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

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

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

Assessment
Outcome 1: Written Response
Outcome 2: Visual responses using Creative Practice & one finished artwork
Outcome 3: Critical Annotation & Evaluation of Artworks & Practices

ART: CREATIVE PRACTICE – UNITS 3 & 4

Unit 3
In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.
In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Assessment
Outcome 1:

- A presentation of the research conducted by the student, using any one or a combination of the following:
  - a written report of 300–500 words with documented visual evidence
  - an annotated visual report
  - a critique presented in a digital format, such as an online presentation or interactive website
  - an oral critique with documented visual and written evidence.

AND

- At least one finished artwork that responds to the ideas explored using the Creative Practice.

Outcome 2:

- A documented Body of Work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations.

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.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

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

Assessment

Outcome 1:

- A critique of the development, refinement and resolution of personal concepts, ideas, directions, explorations and the use of visual language in artworks.

AND

- A documented Body of Work that presents ongoing explorations and development of personal concepts within selected art forms, using the Creative Practice and including reflective annotations.

Outcome 2:

- A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including the presentation of one or more finished artworks that resolve the student's intentions.

Assessment for Unit 3 and 4

School-assessed Coursework, School-assessed Tasks and an end-of-year examination:

- Unit 3 School-assessed Coursework: 5 percent
- Unit 4 School-assessed Coursework: 5 percent
- Unit 3&4 School-assessed Tasks: 60 percent
- End-of-year examination: 30 percent

BIOLOGY – UNITS 1 & 2

Rationale
Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Pathways
VCE Biology leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1- BI011: How do organisms regulate their functions?
Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2- BI012: How does inheritance impact on diversity?
Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students doing Unit 3 and 4 Biology also do Unit 3 and 4 Chemistry.

BIOLOGY – UNITS 3 & 4

Rationale
Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Pathways
VCE Biology leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

BI033: How do cells maintain life?
Cell biology is one of the most rapidly evolving disciplines in contemporary biology and is super fascinating! Students investigate the workings of the cell, how substances are transported across the cell membrane and how this and the substances produced by the cell are controlled. Students study the structure and function of genetic material and the process in which proteins are synthesised. Cells communicate with each other using a variety of signalling molecules. This course considers the types of signals with a particular focus on the human immune system.

BI034: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. Students examine change in life forms using evidence from palaeontology, biogeography, and developmental biology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Entry
Students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students doing Unit 3 and 4 Biology also do Unit 3 and 4 Chemistry.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- Unit 3 and 4 examination: 60 percent

BUSINESS MANAGEMENT – UNITS 1&2

Rationale

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

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

Pathways

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

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 1&2 Assessment

Internally assessed tasks may include:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- development of a business plan and/or feasibility study
- an interview with and a report on a chosen business

· a school-based, short-term business activity
· a business simulation exercise
· an essay
· a business survey and analysis
· a media analysis.

Entry

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

BUSINESS MANAGEMENT – UNITS 3&4

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

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. 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
Students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. It is strongly recommended that students doing Unit 3 and 4 have completed Units 1&2.

Assessment:
In units 3&4, the student's performance will be assessed using two or more of the following: a case study, structured questions, an essay, a report or a media analysis.

School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

CHEMISTRY – UNITS 1 & 2

Rationale
VCE Chemistry enables students to investigate 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.

Pathways
VCE Chemistry provides pathways to a number of careers in chemistry but in addition is applied in many fields including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1- CH011: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2- CH012: How do chemical reactions shape the natural world?
Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

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.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

CHEMISTRY – UNITS 3 & 4

Rationale
VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemical processes. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking and communication skills.

Pathways
VCE Chemistry provides pathways to a number of careers in chemistry but in addition is applied in many fields including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 3- CH033: How can chemical processes be designed to optimise efficiency?
This unit is an exciting introduction to industrial chemistry. The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4- CH034: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Entry
Students who enter the study at Unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- Unit 3 and 4 examination: 60 percent

ENGLISH – UNITS 1 & 2

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

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

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

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1
On completion of Outcome 1, the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

On completion of Outcome 2, the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

The assessment for this unit could include:
- a personal response to a set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a description of writing processes.

Unit 2
On completion of Outcome 1, the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

On completion of Outcome 2, the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

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

ENGLISH – UNITS 3 & 4

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

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

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

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

On completion of this unit the student should be able to:
● produce an analytical interpretation of a selected text, and a creative response to a different selected text (Outcome 1)
● analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media (Outcome 2)

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

On completion of this unit the student should be able to:
● produce a detailed comparison which analyses how two selected texts present ideas, issues and themes (Outcome 1)
● construct a sustained and reasoned point of view on an issue currently debated in the media (Outcome 2)

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

FOOD STUDIES – UNIT 3 & 4

Unit 3 – Food in daily life:
This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 – Food issues- challenges and futures:
In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 School assessed course work: 30 percent
- Unit 4 School assessed course work: 30 percent
- Unit 3 and 4 examination: 40 percent

HEALTH & HUMAN DEVELOPMENT – UNITS 1 & 2

Description
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. Development is a continuum that begins with individual human development and progresses towards human development at a societal level. The study investigates the factors that account for differences in health and development and ways it can be improved and equality met.

Unit 1- HH011: Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2- HH012: Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

HEALTH & HUMAN DEVELOPMENT – UNITS 3 & 4

Unit 3- HH033: Australia's health in a globalised world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. 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- HH034: Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities 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 burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students 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 capacity to take action.

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

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

MODERN HISTORY – UNITS 1 & 2

Unit 1: Change and Conflict
In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

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

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

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

Unit 2: The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

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

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

Pathways
VCE Unit 1 & 2 History enables students to make sense of the world events and politics of the 19th and 20th centuries. It leads to the study of history in later years of school and at university. Historical knowledge and skills can be utilised in a range of careers such as education, law, politics, economics and business at a national and international level.

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

Assessment tasks
Source analysis (documents, photographs, paintings, cartoons, advertisements)
Research essays
Oral presentations
Short-answer questions
Extended responses

AUSTRALIAN HISTORY - UNITS 3 AND 4

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

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

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Pathways

VCE Unit 3 & 4 History can lead to the study of history at university. However, it can also allow students access to further personal study of history. Historical knowledge and skills can be utilised in a range of careers such as education, law, politics, economics and business at a national and international level.

Entry

There are no prerequisites for entry to Unit 3. However, students need to complete Unit 3 as a prerequisite for Unit 4.

Assessment tasks
Source analysis (documents, photographs, paintings, cartoons, advertisements)
Research essays
Oral presentations
Extended responses

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for these units.

Levels of Achievement Units 3 and 4
School assessed coursework, end of year examination

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 end of year examination: 50 percent

INDONESIAN – UNITS 1 TO 4

Study of Indonesian at VCE level develops an in-depth understanding of Bahasa Indonesia (the national language of Indonesia) the country and its diverse cultures. This is especially relevant to future job prospects because as of July 2020, Australia has an active free trade agreement with Indonesia. As a result, there will be a huge need for Australians with all kinds of qualifications and interests, who can speak Indonesian well and understand Indonesian culture. We are short of Australians who speak Indonesian. If you are generally a well-organised and systematic person who enjoys learning, studying Indonesian could enhance your employment opportunities in the future.

At VCE level, you will learn how to communicate more effectively and fluently in Indonesian by analysing cultural aspects of Indonesian film, news, music, and cultural heritage. You will be taught to work independently and in small groups to problem solve and create using your developing language skills. You will learn how to socialise, exchange information, interpret and write a variety of styles of texts.

Topics studied in VCE may vary from year to year, because there are no set topics. Instead there are three themes:

The individual - includes topics such as personal identity, relationships, education and aspirations ie. careers, teenage life, going on exchange.

Indonesian speaking communities - includes topics such as history and change, cultural heritage and lifestyles ie. The spice trade, villages and cities, Indonesian historical figures.

The world around us - includes topics such as global and contemporary society, communication, and media and environmental issues. ie. social media, environmental conservation, pollution, deforestation.

Unit 1 and 3: Throughout the unit students will discuss a variety of themes covering life in Indonesia, Australia and the globe. Culture, history and social issues will be discussed as well as personal everyday life.

Assessment:
- Interview in Indonesian
- Reading and listening comprehension
- Extended response writing in Indonesian

Unit 2 and 4: Students will go further in detail and study an important aspect of Indonesian life, culture or history. They will study a variety of sources and comment on the global impacts of their chosen topic.

Assessment:
- Write an evaluative or persuasive text
- Read and respond to a variety of sources on a chosen topic in Indonesian
- Present orally on their chosen topic of study

Contribution to study score
Units 1 and 2 are assessed internally.
For units 3 and 4, internal assessments (SACs) contribute 50% of the final study score. External exams contribute the remaining 50%.

There are two end-of-year exams: a 15 minute oral exam and a two hour written exam.

LEGAL STUDIES – UNITS 1 & 2

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

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

Unit 1: Guilt and liability
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

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

LEGAL STUDIES – UNITS 3 & 4

Unit 3: Rights and justice
The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law
The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. 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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Assessment
Percentage contributions to the study score in VCE Legal Studies are as follows:

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

LITERATURE – UNITS 1 & 2

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.

Unit 1 - Area of Study 1 - Reading Practices
In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Analysis of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 1 - Area of Study 2 - Exploration of literary movements and genres
In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2 - Area of Study 1 - Voices of Country
In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 2 - Area of Study 2 - The text in its context
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.

Assessment

Examples of suitable tasks for assessment in these units are:

- an essay (comparative or analytical)
- a debate
- reading journal entries
- close analysis of selected passages
- a creative response to a text(s) studied
- an in-class seminar
- an oral or a written review
- a multimedia response.

LITERATURE – UNITS 3 & 4

Rationale
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 3- LI013:
Area of Study 1 - Adaptions 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.

Area of Study 2 - Developing interpretations
Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Unit 4- LI014:
Area of Study 1 - Creative responses to texts
In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Area of Study 2 - Close analysis of texts
In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

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

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3: School Assessed Coursework 25 percent
- Unit 4: School Assessed Coursework 25 percent
- End of Year Examination 50 percent 2025

MATHEMATICS

The Mathematics units offered for VCE students are:

Units 1 & 2

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

Units 3 & 4

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

There are no prerequisites for entry to Foundation Maths Units 1 and 2. However, students attempting General Maths Units 1 and 2 or Mathematical Methods Units 1 and 2 are expected to have a sound background in number, algebra and measurement. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Maths assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

FOUNDATION MATHEMATICS – Units 1 & 2

Foundation Mathematics Units 1 and 2 focus 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. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

Students studying Foundation Mathematics will require a regular scientific calculator. They may not use the CAS calculator for use in other VCE Mathematics classes.

FOUNDATION MATHEMATICS – Units 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'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

GENERAL MATHEMATICS – UNITS 1 & 2

General Mathematics provides for different combinations of student interests and is designed for students who want to do General Mathematics Units 3 and 4 in Year 12 or those who do not wish to do Mathematics in Year 12.

Students should study General Maths if they are planning to study General Maths Units 3 and 4. It is recommended that students who are undertaking Mathematical Methods Units 1 and 2 also study General Maths.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Students studying General Mathematics need to own a TI-Nspire CAS calculator.

All assessments at Units 1 and 2 are school-based. Some examples of assessment tasks are:

- Investigations and projects
- Summaries or review notes
- Class exercises and assignments
- Tests of mathematical skills
- End-of-unit exam

GENERAL MATHEMATICS – UNITS 3 & 4

Rationale

General Mathematics involves the application of mathematics with the aid of technology. General Mathematics is the Mathematics designed for students with aspirations to non-scientific areas requiring Mathematics or to non-physical science careers. It is also an ideal study for strong Year 11 Mathematics Students.

General Mathematics consists of four areas of study, comprising Data analysis, Recursion and financial modelling, Matrices, and Networks. Data analysis comprises 40 percent of the content to be covered, and each of the remaining three areas comprise 20 percent of the content.

Assumed knowledge and skills are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

Students studying General Mathematics need to own a TI-Nspire CAS calculator.

Assessment

School assessed coursework, an end-of-year examination.

- Unit 3 School Assessed Coursework 20 percent
- Unit 4 School Assessed Coursework 14 percent
- Two end of year examinations 33 percent each

MATHEMATICAL METHODS – UNITS 1 & 2

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. Students must complete Units 1 and 2 if they wish to do Units 3 and 4.

The areas of study for Units 1 and 2 are 'Functions and graphs', 'Algebra', 'Rates of change and Calculus' and 'Probability'.

Students who wish to do Mathematical Methods need to have a strong knowledge of algebra skills and, ideally, have completed the Extension Mathematics course in Year 10. They are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

Students studying Mathematical Methods need to own a TI-Nspire CAS calculator.

MATHEMATICAL METHODS – UNITS 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

Students studying Mathematical Methods need to own a TI-Nspire CAS calculator.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 School Assessed Coursework: 20 percent
- Unit 4 School Assessed Coursework: 14 percent
- Two end of year Units 3 & 4 examinations:
    - a one hour exam to be done without technology or student-prepared notes – 22 percent and
    - a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44 percent

SPECIALIST MATHEMATICS – UNITS 1 & 2

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

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

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

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Students doing Specialist Mathematics Unit 1 and 2 must be enrolled in Mathematical Methods Unit 1 and 2. Students studying Specialist Mathematics need to own a TI-Nspire CAS calculator.

It is likely that students studying Specialist Mathematics will be required to do it through distance education.

SPECIALIST MATHEMATICS – UNITS 3 & 4

Rationale
Specialist Mathematics is a mathematical study complementing the study of Mathematical Methods Units 3 & 4. It is attempted most successfully by dedicated students with strong mathematical skills who have an interest in mathematics and/or aspirations to careers in the mathematical, physical and engineering sciences.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Students studying Specialist Mathematics need to own a TI-Nspire CAS calculator.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 School-Assessed Coursework: 17 percent
- Unit 4 School-Assessed Coursework: 17 percent
- Two End of Year Units 3 & 4 examinations comprising 66 percent:
    - a one hour exam to be done without technology or student-prepared notes – 22 percent
    - a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44 percent

MUSIC UNITS 1 - 4

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

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

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

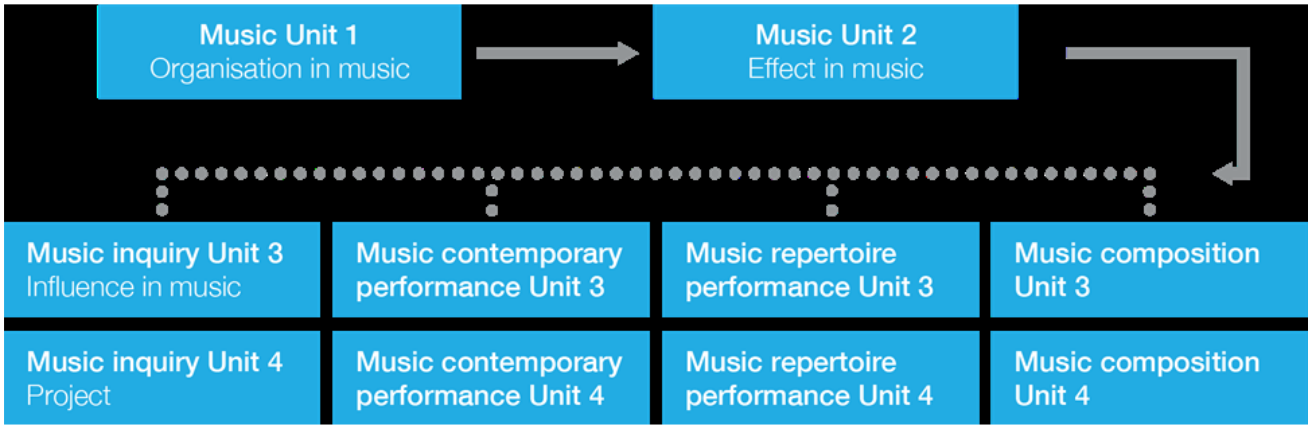
Aims
This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



OUTDOOR & ENVIRONMENTAL STUDIES – UNITS 1 & 2

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, conservation and restoration activities, and participation in community projects.

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments
In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

OUTDOOR & ENVIRONMENTAL STUDIES – UNITS 3 & 4

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences they are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Assessment
School assessed coursework, an end-of-year examination.

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

PHYSICAL EDUCATION – UNITS 1 & 2

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

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

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

Unit 1- PE011: The Human Body in Motion.
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2- PE012: Physical Activity, Sport and Society.
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

PHYSICAL EDUCATION – UNITS 3 & 4

Unit 3- PE033: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

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

Unit 4- PE034: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

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

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

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

PHYSICS – UNITS 1 & 2

Rationale
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 innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Pathways
VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1- PH011: 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- PH022: How does Physics help us understand the world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

PHYSICS – UNITS 3 & 4

Rationale
Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from the subatomic scale through to the planets and galaxies in the Universe. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact physicists gain a better understanding of the underlying laws of nature. The study explores atomic physics, electricity, fields, mechanics (motion) thermodynamics, quantum physics and waves.

Pathways
VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 3- PH033: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4- PH034: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Entry
Students entering the study at Unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that they undertake Units 1 to 4.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- Unit 3 and 4 examination: 60 percent

PSYCHOLOGY – UNITS 1 & 2

Rationale
VCE 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.

Pathways
VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health and sport. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in crossdisciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1- PY011: 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- PY022: How do 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.

Entry
There are no prerequisites for entry in Units1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

PSYCHOLOGY – UNITS 3 & 4

Rationale
VCE 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.

Pathways
VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health and sport. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in crossdisciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 3- PY033: How does experience affect behaviour and mental processes?
In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4- PY044: How is wellbeing developed and maintained?
In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Entry
Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

Assessment
School assessed coursework, an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- Unit 3 and 4 examination: 60 percent