

# 2024 Year 11 & 12 HANDBOOK



## WARRAGULL REGIONAL COLLEGE

Community | Achievement | Respect | Effort



A Proud History, a Bright Future

[www.wrc.vic.edu.au](http://www.wrc.vic.edu.au)



# VISION

Warragul Regional College will be the school of choice for our community because we will develop talents, nurture curiosity and empower individuals to follow their passion. To do this we will be more like a garden than a factory – we will nurture the learning experience suited to each student.  
We believe learning is growing.

The purpose of Warragul Regional College is to provide for active and creative engagement in learning within a safe, caring environment.

Through diverse curriculum we strive to develop personal skills and promote excellence. Our aim is to enable all students to effectively participate in a rapidly changing world.

At Warragul Regional College we value:

<b>Community:</b>	We take care of each other
<b>Achievement:</b>	We strive for excellence
<b>Respect:</b>	We respect people and property
<b>Effort:</b>	We work hard

We expect all members of our learning community to demonstrate these values every day.

The college is a leading school in this state in implementing a safe collaborative and inclusive environment with students having a strong sense of belonging, identity, self-worth and voice.

Underpinning this commitment is School-Wide Positive Behaviour Support (PBS) and membership of the Safe School's Coalition. These initiatives promote health, wellbeing and social inclusion for every member of the Warragul Regional College community.

# PURPOSE OF THE COURSE HANDBOOK

The aim of this Course Handbook is to provide you with introductory information around pathway and subject selection for 2024. There is key Senior subject information for you to read over and discuss with your family and teachers.

For 2024 Year 11's you will use this book to ear mark a series of subjects you are interested in to be discussed and a Course Counselling Interview to be scheduled on Compass. At this meeting you will discuss and select your future pathway with a senior member of staff.

For 2024 Year 12's your course should remain largely the same as in 2023. If you do wish to make a change, please read this Handbook and speak with the Senior School Coordinator to set up a meeting time to ensure your program will still meet the requirements of the VCE.

## ADDITIONAL SOURCES OF INFORMATION

In making this decision, please consider the following other sources of information:

- VET Handbook
- Your Teachers
- Careers Office

# SENIOR SCHOOL - TERMS TO KNOW

<b>Assessment Guide</b>	Published by the VCAA for each Unit 3/4 study. It contains both general and specific assessment information for the school assessment in each study.
<b>Assessment of Units 1 &amp; 2</b>	All assessment in these units is school based. Satisfactory completion is reported to VCAA. Levels of achievement will be reported at the school level.
<b>Completion of Units - Possible results</b>	<b>S</b> - All learning outcomes in the unit have been achieved
	<b>N</b> - One or more of the learning outcomes has not been achieved OR there is a significant breach of attendance or authentication rules.
	<b>J</b> - The student has left school without formally withdrawing from the VCE or is no longer attending class and has submitted no work for assessment.
<b>General Achievement Test (the GAT)</b>	All students studying at least one Unit 3 and 4 VCE subject (or a scored VCE VET subject) as well as students doing VCE VM are expected to sit all or a section of the GAT. The GAT measures your general knowledge and skills in literacy, numeracy, mathematics, science, technology, humanities, arts and social sciences. GAT results will include information on your performance against literacy and numeracy standards typically expected of those leaving school. Your GAT results do not count directly towards your VCE or VCE VM, but they are used to help check that school-based and external assessments have been fairly and accurately assessed. The GAT may also be used to calculate a derived examination score. If you are ill or affected by personal circumstances during a VCE external assessment, and if your result is unlikely to be a fair or accurate indication of your learning or achievement, you will be eligible to apply for a derived examination score.
<b>Graded Assessment of Units 3&amp;4</b>	<b>SAC</b> - school-assessed coursework, completed mainly in class time
	<b>SAT</b> - school-assessed task involving production of folios, models, products etc
	<b>Examinations</b> - conducted and assessed externally by the VCAA.
<b>Learning Outcomes</b>	What a student must know, or be able to do, in order to complete a unit as specified in the VCAA study design for that unit.
<b>Satisfactory Completion of Units</b>	All VCE studies require the achievement of a set of outcomes in each unit. This will be determined by the subject teacher on the basis of performance on school-based assessment tasks. The decision to award an S for the unit is distinct from the assessment of levels of achievement in that unit.
<b>Semester Deadlines</b>	These are dates by which all outcomes must be demonstrated in order to satisfactorily complete a unit studied in that semester. Submission of evidence after this date requires both teachers and VCE Leaders approval.
<b>Studies</b>	The subjects available in the VCE.
<b>Study Design</b>	Published by the VCAA for each study. It specifies the content for the study and how students' work is to be assessed.
<b>Study score</b>	A score from zero to 50 is determined in a unit 3&4 study which shows how a student performed, relative to all other students doing that same study. It is based on that student's results in examinations and school assessments and is calculated by the VCAA.
<b>Units</b>	Each study consists of 4 units. Units 1 and 2 are at Year 11 level, and may be studied independently. Units 3&4 must be studied together, usually in Year 12, and are called a sequence.
<b>VCAA</b>	The Victorian Curriculum and Assessment Authority is responsible for all aspects of the accreditation and administration of the VCE. Website: <a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>

<b>VCE-VM</b>	A 2-year vocational and applied learning program within the VCE with specific subjects designed to prepare students for a vocational pathway.
<b>VCE VET Studies</b>	Vocational Education and Training (VET) studies may be undertaken as an integral part of a VCE program. Some of these programs may require students to study off-campus for part of their program.

## SAMPLE CERTIFICATE & STATEMENT OF RESULTS

**STATEMENT OF RESULTS**  
leading to the award of the  
Victorian Certificate of Education

Mr R Smith  
12 Albert Drive  
LALOR VIC 3075

Student Number: 1185002T  
Date: 17/12/2013  
Page: 1 of 1

Robert Smith has obtained results in the following units of study:

YEAR	STUDY	UNIT	RESULT	GRADES			STUDY SCORE (max 50)
				1	2	3	
2012	ECONOMICS	1/2	S/S	-	-	-	-
	ENGLISH	1/2	S/S	-	-	-	-
	GEOGRAPHY	1/2	S/S	-	-	-	-
	MATHS: MATHEMATICAL METHODS (CAS)	1/2	S/S	-	-	-	-
	PHYSICS	1/2	S/S	-	-	-	-
2013	MATHS: FURTHER MATHEMATICS	3/4	S/S	A	B	B+	34
	ECONOMICS	3/4	S/S	C+	B+	B	30
2013	ENGLISH	3/4	S/S	B	B	A	35
	GEOGRAPHY	3/4	S/S	B+	B	B	30
	MATHS: MATHEMATICAL METHODS (CAS)	3/4	S/S	B	B+	B	31
	PHYSICS	3/4	S/S	B	B+	B	31
	END OF VCE RECORD						

This student has obtained results in the General Achievement Test in 2013.  
END OF GAT RECORD

This student has been awarded the Victorian Certificate of Education.  
END OF STATEMENT

Total number of results 22

*Adrian Novak*  
Chair  
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

**VICTORIAN CERTIFICATE OF EDUCATION**

This is to certify that  
**Robert Smith**  
has satisfied all the requirements of the  
**VICTORIAN CERTIFICATE OF EDUCATION**

Student Number 1185002T  
Date Issued December 2013

The Victorian Certificate of Education is an Australian Certificate of Education (ACE) issued by the Victorian Curriculum and Assessment Authority (VCAA) to students who have completed the Victorian Certificate of Education (VCE) program. The VCE program is a senior secondary education program that provides students with the knowledge, skills and attitudes necessary for success in higher education and the workforce. The VCE program is designed to be challenging and to provide students with a range of learning experiences that will prepare them for the demands of higher education and the workforce. The VCE program is a requirement for entry into most tertiary institutions in Australia and overseas. The VCE program is a requirement for entry into most tertiary institutions in Australia and overseas. The VCE program is a requirement for entry into most tertiary institutions in Australia and overseas.

The Victorian Curriculum and Assessment Authority is responsible for the standards and conduct of the Victorian Certificate of Education and is a member of the Australian Curriculum, Assessment and Certification Authority.

*Adrian Novak*  
Chair  
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

## CAREER COUNSELLING

The College has a well-equipped Careers Office supported by an experienced Careers Teacher. Students are invited to visit on a regular basis to discuss pathway options and utilise the resources. This information is vital as many career pathways require pre-requisite studies.

The Victorian Tertiary Admissions Centre (VTAC), VTAC Prerequisites and TAFE guides are available from the Careers Centre or at the following website <https://www.vtac.edu.au/>.

Students are advised to check the suitability of their unit choices for Tertiary/TAFE requirements. Details of VCE/VET/VCE-VM courses are included in this book.

Career counselling is available by appointment only. Please contact Jess Croft at the Career Office – phone 5623 9900 or email [careers@wrc.vic.edu.au](mailto:careers@wrc.vic.edu.au). For more information regarding the range of pathways contact 5623 9900

## YEAR 11 & 12

# VICTORIAN CERTIFICATE OF EDUCATION (VCE) AND VCE-VOCATIONAL MAJOR (VM)

The VCE and VCE-VM are senior school certificates that are studied over a minimum of two years.

The VCE is a highly-regarded qualification recognised all over the world. It offers studies in humanities, science, mathematics, technologies, arts, physical education and languages, as well as vocational studies. Most students finish their VCE over 2 years. Units 1 and 2 of a subject are usually completed in Year 11, and Units 3 and 4 in Year 12.

You must successfully complete at least 16 units, including:

- 3 units from the English group, including a Unit 3 and 4 sequence
- at least 3 other sequences of Unit 3 and 4 subjects.

Most students study between 20 and 24 units, that's 5 or 6 subjects, across Years 11 and 12.

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE.

The VCE VM will prepare you to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

To recognise your achievements, when you've completed your VCE VM you will get your VCE with a Vocational Major.

You must successfully finish at least 16 units, including:

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

Most students will undertake between 16–20 units over the 2 years. You must also complete a minimum of 3 other Unit 3–4 sequences. You can include other VCE subjects and VET. You can also receive structured workplace learning recognition.

## FIRST YEAR (YEAR 11)

VCE students will complete 5 subjects per semester, including English or English literature

VCE-VM will complete VM Literacy, a VCE Maths, VM Work Related Skills, VM Personal Development Skills and a VCE subject.

VET can be studied by VCE students and is compulsory for VCE-VM students.

## SECOND YEAR STUDENTS (YEAR 12)

Second year VCE students select English 3 & 4 or Literature 3 & 4 plus at least four level 3 & 4 sequences other than English.

At Warragul Regional College, students complete at least FOUR sequences at level 3 & 4 plus English 3 & 4 or Literature 3 & 4. This increases likelihood of a higher ATAR. Students will have 4 study periods per week in a supervised study centre plus a CARE group on Tuesdays.

Some VET studies may also contribute to a student's ATAR. When selecting Unit 3 & 4 studies, students must select their courses carefully, as once their year starts it is potentially more difficult to make changes and achieve success.

Second Year VCE VM students complete Unit 3&4 VM Literacy, a VCE Maths, VM Work Related Skills, VM Personal Development Skills and a VCE subject. If they have completed the 180 hours of VET a work placement can be complete instead of VET.

## ASSESSMENT

Units 1 and 2 may be completed as single units but units 3 and 4 must be taken as a sequence.

Each VCE and VCE-VM unit has a set of two to four outcomes which statements are assessed against. The award of satisfactory completion of a unit is based on the decision that the student has demonstrated achievement of these outcomes. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks and the designated class work for the unit.

The College will give feedback to assessment tasks and exams in units 1 & 2. These grades do not contribute to the overall ATAR score, which is determined solely on a student's achievement in units 3 & 4. Feedback given for units 1 & 2 give the student an indication of his/her progress and will be shown in the end of semester report to parents.

The school, in accordance with Victorian Curriculum and Assessment Authority's (VCAA's) requirements, determines satisfactory completion of units. This includes satisfying the attendance requirement.

VCE-VM do not complete external assessment and students do not receive an ATAR.

## ASSESSMENT OF UNITS 3 AND 4 VCE

In addition to meeting each unit's outcomes, students' level of achievement for units 3 and 4 sequences will be graded using school based assessment and external examinations.

Each study has three or four assessment components, (which includes at least one external examination and assessment of units 3 & 4 coursework). Some studies also have performance or oral examinations, or extended assessment of folio or practical work.

## SCHOOL ASSESSED COURSEWORK (SAC) POLICY

### SAC PREPARATION

Students are expected to be adequately prepared to undertake each SAC. Examples of the required SAC preparation are:

- Students must demonstrate learning for each dot point in the study design criteria
- Students must complete a minimum of coursework prior to sitting the SAC
- Students must complete the designated SAC preparation task.

If a student does not complete the required preparation tasks, they will not be permitted to sit the SAC. Students who do not complete the required preparation work prior to a SAC must receive a zero for the task. They will still have to complete a task at a future date to receive a satisfactory result for the outcome.

As the SAC date approaches, if the teacher judges that a student is unlikely to complete the required SAC preparation tasks, the teacher must contact the student's parents and notify the Team Leader.

### SAC COMPLETION

Students are expected to complete SACs on the nominated date(s). If a student is not able to complete a SAC on the nominated date(s), the following procedures must be followed:

**SACs on a single date** - If a student is unable to complete a SAC on the nominated date, they must complete a 'SAC at a Later Date' form and submit it to the Year Level Team Leader (Advocate/Sub-School Leader) with appropriate to support why they are entitled to special arrangements. Appropriate evidence includes (e.g. Medical certificate, confirmation of funeral), the student will be permitted to sit the same task or an alternate task determined by the teacher on a date negotiated with the teacher. The task is to be assessed as normal. The task will normally be delay only for the length of the certificate.

Students who are not able to provide appropriate evidence will receive a zero score for the SAC, but may still complete the task or an alternate task to gain a satisfactory result for the outcome. Being behind in work, truancy, driving lessons or unexplained absences are not valid reasons for missing a SAC.

**SACs over multiple dates** - If students miss a class during a multiple session SAC, they are not entitled to make up the time unless they provide sufficient evidence to the Year Level Team Leader (Advocate/Sub-School Leader) to support why they are entitled to special arrangements.

### **SPECIAL PROVISION**

Special Provision is a method of giving Unit 3&4 VCE/ VCE-VM students' consideration in assessments for circumstances which are beyond their control. Students who are eligible for special provisions include students with diagnosed learning difficulties, mental health concerns, vision or hearing impairment, medical issues etc.

Students in this position must speak to the Curriculum Leader, or the VCE Advocate or Senior School Leader who will give them further details on how special provision may apply to them. The school is required to apply through VCAA for permission for these modifications.

Ways in which special provision can assist is through:

- Allowing the use of different arrangements to complete an assessment task.
- Additional time in exam/assessment
- Rest breaks
- Use of a Computer
- Separate space

Although VCAA approval is not required at Unit 1&2 level, if you think you may be entitled to special provision it is worth exploring this in year 11 so that you can practice assessment with these modifications in place.

### **ATTENDANCE**

Each unit in VCE prescribes a minimum of 50 hours of class instruction time. It is expected that students will be attending all scheduled classes. If for exceptional circumstances a student cannot attend class, medical certificates or equivalent must be provided. To cater for exceptional circumstances the College policy is to attend a minimum of 75% of all classes. Absence from class includes absence caused through any school activity as well as personal or medical absences. Students with less than 75% attendance will not have met the attendance requirement for each unit and will therefore receive an unsatisfactory result. If all class work has been completed, they can then apply to the VCE panel to approve their absences. Supporting evidence must be provided with the application.

Students with long term medical issues need to make arrangements for completion of class work. Long term absences for any reason, make it difficult for a student to complete and have a teacher authenticate their work. This will then make it difficult to satisfy the outcomes for the unit.

### **VCE REPORTING**

Continuous reporting is a process whereby teachers throughout the year provide timely and targeted feedback to students and parents regarding their learning progress in each subject. This information is located on Compass and it is the expectation that students and parents are regularly logging on to monitor progress.

There are different types of learning tasks that are uploaded to CANVAS:

- **School Assessed Coursework (SAC)** – a summative assessment, completed by all students in VCE (Years 11 & 12)
- **School assessed Task (SAT)** - A summative assessment, completed by all students over a period of time (eg a woodwork piece in Technology). This applies to all year levels 7-12.

Staff will be providing this feedback within 2 weeks of the assessment being due.

We will also provide two Semester summary reports and an interim report in Terms 1 & 3, which will also be paired with an opportunity to discuss learning progress at a Parent, Teacher and Student Conference.

The progress report is a snapshot of a student's progress and allows students, teachers and parents to identify areas of strength and areas of concern. This then allows students to work on their weaknesses in an effort to improve and prevent unsatisfactory results in each unit. Interim reports are a snapshot of a student's overall progress not their academic results.

Unit 3 & 4 end of year reports will be provided by VCAA. The VCE certificate is received in the mail on completion of the course and after a student has satisfied all the requirements.

## VCE UNITS OFFERED IN 2024

It is expected that classes for most of the units shown in this handbook will be available at the College in 2024. A unit will be withdrawn if there is insufficient demand to form a viable class. VCE units not offered in regular classes at the College may still be undertaken by a *highly dedicated* student through Distance Education or through special arrangements with individual teachers.

*Accounting 1-2*

*Agriculture & Horticultural Studies 1-2*

*Applied Computing 1 - 2*

*Art – Creative Practice 1-4*

*Art – Making & Exhibiting 1–4*

*Biology 1-4*

*Business Management 1-4*

*Chemistry 1-4*

*Drama 1-4*

*Economics 1 -2*

*English 1-4*

*Food Studies 1-4*

*Health and Human Development 1-4*

*Ancient History 1-2*

*History Revolutions 3-4*

*Legal Studies 1-4*

*Literature 1-2*

*Mathematics Foundation 1-4*

*Mathematics General 1-4*

*Mathematical Methods 1–4*

*Media 1–2*

*Music Performance 1-2*

*Outdoor & Environmental Studies 1-4*

*Philosophy 1-4*

*Physical Education 1-4*

*Physics 1–4*

*Product Design & Technology (Metal/Wood/Textiles) 1-4*

*Psychology 1–4*

*Specialist Mathematics 1–2*

*Software Development 3-4*

*Visual Communication Design 1-2*

*A VET Certificate*

**ENROLMENT IN THE ENGLISH GROUP IS  
COMPULSORY IN A NORMAL TWO YEAR VCE  
PROGRAM**

### ENHANCEMENT STUDIES

Enhancement Studies are available for capable and eligible second year VCE students in association with Monash University. Please discuss this option with the careers staff.

## VCE- VM UNITS OFFERED IN 2024

- VCE VM Literacy
- VCE Mathematics units (any)
- VCE VM Work Related Skills units
- VCE VM Personal Development Skills units,
- VCE subject from the above list, and
- VET credits at Certificate II level or above (180 nominal hours)



# VCE UNITS

Below are extracts from the relevant study designs. Please refer to the full study designs located on the VCAA website at: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

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## ACCOUNTING (UNITS 1 & 2)

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

### Structure / Units

#### **Unit 1: Role of Accounting in business**

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

#### **Unit 2: Recording financial data and reporting accounting information for a service business**

In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

#### **What can this lead to?**

The study of Accounting can lead to a career as an accountant, finance consultant or related fields.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about how to create a budget, understand tax obligations and effectively track individual and business finances.

## AGRICULTURE & HORTICULTURE (UNITS 1 & 2)

VCE Agricultural and Horticultural Studies takes an interdisciplinary approach to the exploration of food and fibre production, with an overarching focus on land cultivation and the raising of plants and animals through evidence-based, sustainable and ethical practices. Students consider the role of agriculture and horticulture from local, state, national and global perspectives. This study focuses on the rapid rate of change in the agriculture and horticulture industries and the increasing application of innovation and data-driven initiatives.

### **Structure / Units**

#### **Unit 1: Change and Opportunity**

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.

#### **Unit 2: Food and fibre production**

In this area of study students gain a broad understanding of agricultural and horticultural practices, with a focus on soil management and the selection of suitable plant and animal varieties. Students explore systems and production cycles, best practice for health and safety, and the factors that influence the growth and development of plants and animals. Through practical tasks, students make decisions about testing soils and selecting suitable plants and animals. Students also consider tools for and methods of testing and measuring quality and improvement in agricultural and horticultural practices.

#### **Entry**

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

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

#### **What can this lead to?**

The broad applied nature of the study of agribusiness operations prepares students to make decisions about career opportunities or further studies in agriculture, horticulture, land management, agricultural business practice and natural resource management.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about interdisciplinary skills and knowledge of technology, science, economics and business management, marketing, geography and information and communications technology (ICT) and designing, developing and managing an agricultural and/or horticultural business.

## APPLIED COMPUTING (UNITS 1&2)

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

### **Structure / Units**

#### **Unit 1**

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

#### **Unit 2**

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

#### **Entry**

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

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

- Unit 3 & 4 school assessed coursework – 20%
- Unit 3 & 4 school assessed task – 30%
- End of year examination – 50%

## SOFTWARE DEVELOPMENT (UNITS 3&4)

VCE Software Development is a course that looks at programming innovative solutions.

### **Structure / Units**

#### **Unit 3**

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

#### **Unit 4**

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

#### **What can this lead to?**

VCE Applied Computing provides pathways to further studies in IT and to careers in ICT-based areas as well as IT use and support throughout many other industries.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about the processing of data and the management of information and information systems, and having a career in analysis, design and development of systems for all industries.

## ART Creative Practice (Units 1-4)

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

### **Structure / Units**

#### **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.

#### **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

#### **Unit 3 &4**

In Unit 3 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 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.

#### **What can this lead to?**

VCE Art can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

#### **Why choose this subject?**

Choose this subject if you are interested in exploring and experimenting using art forms, materials, techniques and processes, students progressively develop your own artworks and develop an awareness of appropriate health and safety practices.

**Expected Cost: \$40 per unit**

## ART Making & Exhibiting (Units 1-4)

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study.

*Students can focus their study on these units in photography but can explore other artwork forms aswell.*

### **Structure / Units**

#### **Unit 1: Explore, expand and investigate**

In this unit students explore materials, techniques and processes in a range of art forms. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

#### **Unit 2: Understand, develop and resolve**

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

#### **Unit 3: Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

#### **Unit 4: Consolidate, present and conserve**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **What can this lead to?**

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Art, aesthetics, materials, galleries and ideas in art.

**Expected Cost: \$50 per unit**

## ART – MAKING & EXHIBITING (UNITS 1-4)

Art – Making and Exhibiting encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

### Structure / Units

#### **Unit 1 Explore, expand and investigate**

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

#### **Unit 2 - Understand, develop and resolve**

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

#### **Unit 3 - Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

#### **Unit 4 - Consolidate, present and conserve**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed task – 10%
- Unit 4 school-assessed task – 60%
- End of year examination – 30%

*Please note that studying this unit will incur a fee to cover the cost of materials.*

#### **What can this lead to?**

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Art, aesthetics, materials, galleries and ideas in art.

**Expected Cost: \$50 per unit**

## BIOLOGY (UNITS 1-4)

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

### **Structure / Units**

#### **Unit 1 – How do organisms regulate their functions?**

In this unit 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 plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### **Unit 2 – How does inheritance impact on diversity?**

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They study structural, physiological and behavioural adaptations that enhance an organism's survival, and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### **Unit 3 – How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

#### **Unit 4 – How does life change and respond to challenges**

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

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3, although it is highly recommended that students complete units 1 & 2 before studying Units 3 & 4. Students must do Unit 3 before Unit 4.

### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 20%
- Unit 4 school-assessed coursework – 30%
- End of year examination – 50%.

### **What can this lead to?**

The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience.

### **Why choose this subject?**

Choose this subject if you are interested in learning about dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity.

## **BUSINESS MANAGEMENT (UNITS 1-4)**

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

### **Structure / Units**

#### **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.

#### **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**

Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework - 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

The study of business management can lead to a career in marketing, business development or related fields.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about running your own business, career in business, how businesses operates and making money.



## CHEMISTRY (UNITS 1-4)

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society. VCE Chemistry enables students to explore the nature of chemicals and chemical processes.

### Structure / Units

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

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

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

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

#### Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment

#### Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

#### Entry

There are no prerequisites for entry to Units 1, 2 and 3 although it is highly recommended that students complete units 1 & 2 before studying Units 3 & 4. Students must do Unit 3 before Unit 4.

#### Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 16%
- Unit 4 school-assessed coursework – 24%
- End of year examination – 60%.

#### What can this lead to?

Chemistry permeates numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

#### Why choose this subject?

Choose this subject if you are interested in learning about what it means to be a scientific researcher, working as a member of a community of practice, including insight into how new ideas are developed and investigated, and how evidence or data collected is used to expand knowledge and understanding of chemistry.

## DRAMA (UNITS 1-4)

This study provides students with the opportunity to examine and explore the ways in which drama gives form to and makes meaning of a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills and the development and performance of imagined characters.

### Structure / Units

#### **Unit 1 – Dramatic Storytelling**

In this unit, students create, present and analyse a devised performance that includes real or imagined characters, based on stimulus material that reflects personal, cultural and / or community experiences and stories.

#### **Unit 2 – Non-naturalistic Australian Drama**

This unit focuses on the use and documentation of the processes involved in constructing a solo or group performance that uses non-naturalistic performance styles based on a contemporary or historical Australian context.

#### **Unit 3 & 4 – Devised Non-Naturalistic Ensemble & Solo Performance**

In Unit 3 non-naturalistic drama from a diverse range of traditions is explored in the development of ensemble performance. The use of performance style, theatrical conventions and stimulus materials from a variety of cultural sources is explored in the development of a solo performance in Unit 4. Students will also analyse a professional performance from a prescribed list.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 3 & 4 is through:

- Unit 3 & 4 school-assessed coursework – 40%
- Unit 4 Solo Performance examination – 35%
- End of year written examination – 25%

#### **What can this lead to?**

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

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Set Design, Lighting and Tech, Costume Design, Acting and Performance.

**Expected Cost: \$30 per unit**

## ECONOMICS (UNITS 1&2)

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

### **Structure / Units**

#### **Unit 1: Economic decision-making**

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

#### **Unit 2: Economic issues and living standards**

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about the factors that influence the actions of consumers, businesses and governments – especially in regards to the way money and resources are used.

## ENGLISH (UNITS 1-4)

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. 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.

### Structure / Units

#### **Unit 1**

In this unit, students engage in reading and viewing texts with a focus on personal connections with narratives. Also, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

#### **Unit 2**

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Also, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

#### **Unit 3**

In this unit students read and respond to texts analytically and creatively. Furthermore, they analyse arguments and the use of persuasive language in texts.

#### **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

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Writing, Literature, Debating, Media and Drama.

## FOOD STUDIES (UNITS 1-4)

VCE Food Studies is designed to build the capabilities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. All units include theoretical concepts and application of this knowledge through practical activities.

### **Structure / Units**

#### **Unit 1**

In this unit, students investigate the origins from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. Area of study 1 explores how humans have historically sourced food, from our hunter-gatherers to rural based agriculture, urban living and global trade for food. In Area of study 2, students focus on Australia, looking at Australian indigenous food prior to European settlement and how food patterns have changed over time.

#### **Unit 2**

In this unit students investigate food systems in contemporary Australia. Area of study 1 focuses on commercial food production industries and Area of study 2 looks at food production in domestic and small-scale settings. Students will gain insight into the significance of food industries to the Australian economy and investigate how industry provides safe, high quality food that meets the needs of consumers. Practical activities are focused around designing new food products and adapting recipes to suit particular needs and circumstances.

#### **Unit 3**

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion and the role of diet on our gut health. Students will analyse scientific evidence including the rationale behind the recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating in Area of study 1. In Area of Study 2 students focus on the influences on food choices: how communities, families and individuals change their eating patterns over time, how our food values and behaviours develop within social environments, how food shapes our identity and connectedness and how food information can be filtered and manipulated.

#### **Unit 4**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Students focus individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They examine the relationship between food security, food sovereignty and food citizenship. In Area of study 2, 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 are explored.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 40 per cent.

*Please note that studying this unit will incur a fee to cover the cost of materials.*

#### **What can this lead to?**

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

#### **Why choose this subject?**

Choose this subject if you are interested in developing your knowledge of the physical, chemical, sensory and functional properties and preparation of food.

#### **Expected Costs:**

**Units 1&2 \$70 per unit**

**Units 3&4 \$80 per unit**

## **GEOGRAPHY (UNITS 1-2)**

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

### **Structure / Units**

#### **Unit 1: Hazards and Disasters**

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

#### **Unit 2: Responses to Hazards and Disasters**

In this area of study students distinguish between a hazard and a hazard event, which can result in a disaster depending on its impact and interconnections. They explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. Students consider natural and human factors influencing the nature of responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the capacity of government organisations and communities to act, issues and challenges that arise from responses to hazards and hazard events, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

#### **What can this lead to?**

VCE Geography is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary country and society.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about learn about the factors that influence everyday life including weather, navigation, social conditions and the composition of the earth.

## HEALTH & HUMAN DEVELOPMENT

Health and Human Development enables students to investigate health and human development in local, Australian and global communities. Students explore the concept of 'development' as a continuum, that begins with individual human development and progresses to a societal level as well as the various factors that impact on individuals and societies achieving optimal health and development.

### Structure / Units

#### **Unit 1 – 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.

#### **Unit 2 – 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

#### **Unit 3 – 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

#### **Unit 4 –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.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school assessed coursework – 25%
- Unit 4 school assessed coursework – 25%
- End of year examination – 50%

#### **What can this lead to?**

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Health, Nutrition, Promotion of Health (Australia), Promotion of Health (Globally) and Lifespan stages.

## HISTORY (UNITS 1-4)

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. Students use primary and secondary sources to inform their views and write analytical interpretations of particular periods of interest in history.

## ANCIENT HISTORY (UNITS 1&2)

### Structure / Units:

#### **Unit 1 – Ancient Mesopotamia**

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They also examine the invention of writing – a pivotal development in human history.

#### **Unit 2 – Ancient Egypt**

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. There is no restriction on the number of histories a student may study. Other units of History such as Revolutions Units 3 & 4 may be offered depending on interest and access to Distance Education.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about learn about your historical past, your shared history and the people, ideas and events that have created present societies and cultures.



## HISTORY REVOLUTIONS (UNITS 3&4)

### UNIT 3 – Causes of Revolution in America and Russia

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

### Unit 4 – Consequences of Revolution in America and Russia

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution-maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. There is no restriction on the number of histories a student may study. Other units of History such as Revolutions Units 3 & 4 may be offered depending on interest and access to Distance Education.

### Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

### What can this lead to?

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

### Why choose this subject?

Choose this subject if you are interested in learning about learn about your historical past, your shared history and the people, ideas and events that have created present societies and cultures.

## LEGAL STUDIES (UNITS 1-4)

### Structure / Units

#### **Unit 1 – The presumption of innocence**

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

#### **Unit 2 – Wrongs and rights**

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

#### **Unit 3 – Rights and justice**

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 criminal and civil 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 means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### **Unit 4 – The people, the law and reform**

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

Choose this subject if you are interested in learning about the processes of law-making, dispute resolution and the administration of justice in Australia. Study in this area can provide a foundation to pathways to research, policy development, social planning, teaching, advocacy, legal administration/paralegal and community education.

## LITERATURE (UNITS 1-2)

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

### **Structure / Units**

#### **Unit 1**

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

#### **Unit 2**

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%.

#### **What can this lead to?**

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

## **MATHEMATICS (UNITS 1-4)**

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

### **Structure / Units**

Students have a choice of 3 Mathematics at Units 1 & 2 Level and again for Units 3 & 4. There are no restrictions on the number of Mathematics units that can be counted as credit towards the award of the VCE; however there may still be restrictions on the number of units that may be counted towards your ATAR score.

## **Foundation Mathematics (Units 1-4)**

### **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.

### **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.

## **General Mathematics (Units 1-4)**

### **Units 1 and 2**

General Mathematics provides for different combinations of student interests and preparation for study of VCE General Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete Mathematics' and 'Space and measurement'.

### **Units 3 and 4**

General Mathematics consists of two areas of study at the Year 12 level; 'Data analysis, probability and statistics' and 'Discrete mathematics'.

## **Mathematical Methods (Units 1-4)**

### **Units 1 and 2**

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

### **Units 3 and 4**

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'.

## Specialist Mathematics (Units 1-2)

### Units 1 and 2

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 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. 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.

### Entry

There are no prerequisites for entry to Units 1 & 2, but it is advised that students attempting Mathematical Methods have completed Math Methods in Year 10.

Students studying Further Mathematics should have completed Units 1 & 2 of either General Mathematics or Mathematical Methods.

Students studying Mathematical Methods and/or Specialist Mathematics should have completed Units 1 & 2 of Mathematical Methods

Students intending to study Specialist Mathematics must also study Mathematical Methods.

### Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

#### General Mathematics

- Unit 3 school assessed coursework – 24%
- Unit 4 school assessed coursework – 16%
- End of year examination 1 (Facts, skills & applications) – 30%
- End of year examination 2 (Analysis task) – 30%

#### Mathematical Methods

- Unit 3 school assessed coursework – 20%
- Unit 4 school assessed coursework – 20%
- End of year examination 1 and 2 - 20% and 40% respectively

#### What can this lead to?

Study in this area can provide a foundation to pathways to becoming an engineer, statistician, teacher, lecturer, accountant, banker and other careers in these areas.

#### Why choose this subject?

Choose this subject if you are interested in learning about the function and pattern in number, logic, space and structure.

## **MEDIA (UNITS 1-2)**

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills through individual and group design and production of media representations and products. Students will focus on the relationships between audiences, media, society and culture and the changing nature of media products, types and productions.

### **Structure / Units**

#### **Unit 1 – Media forms, representations and Australian stories**

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

#### **Unit 2 – Narrative across media forms**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

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

#### **Entry**

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

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

*Please note that studying this unit will incur a fee to cover the cost of materials.*

#### **What can this lead to?**

This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Film Production, Communications and Media Industries, Print design and production, Magazine production and Journalism and Advertising.

**Expected Cost: \$40 per unit**

## MUSIC INVESTIGATION (UNITS 1-2)

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.

### **Structure / Units**

#### **Unit 1: Organisation of music**

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

#### **Unit 2: Effect in music**

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

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

#### **What can this lead to?**

Whether you are an aspiring professional musician or plan to use music as alongside other studies, VCE Music will provide the necessary skills and confidence to achieve this. Some career paths for studying music are – Music teacher, professional musician, music arranger, music producer, music composer, music therapist, or as a stepping stone to other arts subjects at university.

#### **Why choose this subject?**

Choose this subject if you are interested in performing music and learning a wide range of music theory, styles and techniques.

## OUTDOOR & ENVIRONMENTAL STUDIES (UNITS 1-4)

This study explores the relationships humans have with the outdoor environment and how they are subject to both minimal and extensive human intervention. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have been constructed.

### Structure / Units

#### **Unit 1 – Connections with outdoor environments**

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

#### **Unit 2 – Discovering outdoor environments**

This unit focuses on characteristics of outdoor environments, human impacts on outdoor environments and how changes to nature affect people.

#### **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 a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

#### **Unit 4 – Sustainable outdoor environments**

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school assessed coursework – 25%
- Unit 4 school assessed coursework – 25%
- End of year examination – 50%

*Please note that studying this unit will incur a fee to cover the costs.*

#### **What can this lead to?**

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Outdoor activities, Environmental issues, Conservation, Outdoor Environments and Tourism.

**Expected Cost: \$320 per unit**



## PHILOSOPHY (UNITS 1-4)

This study explores some of the most enduring and influential ideas that underpin some of society's greatest achievements in ethics, science and the arts. This, together with learning to think critically and with an open mind, fosters the reflection necessary for deep insights and ethical decision-making at all levels of society.

### Structure / Units

#### **Unit 1: Existence, knowledge and reasoning**

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

#### **Unit 2: Questions of value**

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

#### **Unit 3: Minds, bodies and persons**

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

#### **Unit 4: The good life**

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Students will explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit.

Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

#### **What can this lead to?**

The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed. At the same time exploring the big philosophical questions and ideas of some of history's greatest thinkers can promote a more satisfying intellectual life and offer inspiration to guide human existence into the future.

#### **Why choose this subject?**

Choose this subject if you are interested in finding, forming and discussing answers to some of the biggest questions ever asked.

## PHYSICAL EDUCATION (UNITS 1-4)

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of and participation in physical activity.

### **Structure / Units**

#### **Unit 1**

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

#### **Unit 2**

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.

#### **Unit 3**

This unit focuses on the analysis of movement and energy production. Through theoretical and practical activities students explore how movement skills are improved with the correct application of biomechanical and skill acquisition principles. Students also analyse the energy systems in the body and the relationship with fatigue mechanisms and recovery strategies.

#### **Unit 4**

This unit focuses on training to improve performance. Students participate in theoretical and practical classes related to the foundations of an effective training program and how is training implemented effectively to improve fitness..

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school assessed coursework – 25%
- Unit 4 school assessed coursework – 25%
- End of year examination – 50%

#### **What can this lead to?**

The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about the Human Body, Sports Coaching, Personal Training, Nutrition in Sport and Recovery in Sport.

## PHYSICS (UNITS 1-4)

The study of Physics, by increasing understanding of the physical and social environment, has led to developments, which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds. The development of practical skills in investigating physical phenomena is an essential part of all units.

### **Structure / Units**

#### **Unit 1: How is energy useful for to society?**

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

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

In this unit 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. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. There is a selection of choices for students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. Students will also complete student-designed scientific investigation that will draw on the key science skills and key knowledge from Unit 2.

#### **Unit 3: How do fields explain motion and electricity?**

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

#### **Unit 4: How have creative ideas and investigation revolutionised thinking in physics?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. In view of the sequenced nature of this study, it is advisable to do all units.

### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 16%
- Unit 4 school-assessed coursework – 24%
- End of year examination – 60%

### **What can this lead to?**

The knowledge gained through physics can be used, for example, in industrial, medical, engineering and technical applications.

### **Why choose this subject?**

Choose this subject if you are interested in learning about the way in which physics has led to innovations in medicine, electronics, energy use, telecommunications and materials science.

## PRODUCT DESIGN & TECHNOLOGY (UNITS 1-4)

Product Design and Technology enables students to explore the design process and gain knowledge of materials and processes to create a product. Students also have opportunities to undertake production activities often related to industrial and commercial practices. Students will focus their study on **wood and metal or textiles**

### Structure / Units

#### **Unit 1 – Design practices**

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts

#### **Unit 2 – Positive impacts for end users**

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

#### **Unit 3 – Ethical product design and development**

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

#### **Unit 4 – Production and evaluation of ethical designs**

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 school-assessed coursework – 12%
- Unit 4 school-assessed coursework – 8%
- School-assessed task – 50%
- End of year examination – 30%

*Please note that studying this unit will incur a fee to cover the costs.*

#### **What can this lead to?**

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

#### **Expected Costs:**

**Units 1&2 \$50 per unit**

**Units 3&4 \$25 per unit**

## PSYCHOLOGY (UNITS 1-4)

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

### **Structure / Units**

#### **Unit 1: How are behaviour and mental processes shaped?**

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

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

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

In this unit students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### **Unit 4: How is mental wellbeing supported and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep 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.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3, although preparation work may need to be done for Unit 3. Students must do Unit 3 before Unit 4.

### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

### **What can this lead to?**

Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

### **Why choose this subject?**

Choose this subject if you are interested in learning about the mental processes and behaviour in humans.

# VCE- VM Subjects

## VCE VOCATIONAL MAJOR LITERACY (Unit 1 &2)

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations

### Structure / Units

#### **Unit 1**

Students will learn how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. They will also learn how to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

#### **Unit 2**

Student will learn how to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning. They will also learn how to interpret the values and opinions of others and present in oral form points of view supported by evidence.

## VCE VOCATIONAL MAJOR WORK RELATED SKILLS (Unit 1 -4)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

The four units are:

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

# VCE VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS

## (Unit 1 –4 )

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

This study is made up of four units

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

## VET

### GAME DEVELOPMENT (SCREEN AND MEDIA)

This certificate will teach students how to develop 3D environments, characters and animation for interactive games. Game art development is an exciting and dynamic entertainment medium that is quickly being adapted into traditional areas such as architecture, product design and film making as well as emerging technologies such as VR and AR.

Students will learn the entire game art development pipeline starting from planning and concept art, modelling and texturing and finally animation and bringing their work to life. They will learn how to successfully bring all their artwork into game engines and add interactive elements and audio for the finishing touches

#### **Structure / Units**

**First Year** – students undertake skills development and knowledge around modelling from 2D to 3D for varying game and media related content, using industry standard software and processes. Game industry knowledge is looked at with a focus on the industry and how it works. Students will be introduced to the software including MAYA, Photoshop and Unreal engine that is used for 3D modelling for games along with an introduction into game engines.

**Second Year** - look at a wider range of projects that use the skills around design, colour and font theory, animation, 3D modelling, and digital portfolio creation using the skills from the previous year. Students will create a character and have the option of implementing it into a game engine. Other topics include website design and construction, and graphic design.

#### **Entry**

There are no prerequisites for entry to year one. Students must do year one successfully to do year two.

Satisfactory completion / Assessment

Satisfactory completion of all units is through the demonstration of competencies specified for each unit.

Students may complete an end of year exam at the end of second year to get a study score for this VET.

#### **What can this lead to?**

This course leads to further courses in the Game design and development stream, as well as digital media. The course allows student to look at future careers in game design as well as other streams of the game industry.

#### **Why choose this subject?**

This course is for students who are interested in the Video game industry and digital media industry such as the movie or advertising industries. All students who complete this course will have an advantage of getting into the Diploma at the AIE to further their career path into the industry.

**Expected Cost: \$450 per year**



## VISUAL COMMUNICATION DESIGN (UNITS 1-2)

The study of VCD integrates designing for communication, environments and industrial products. It focuses on the purpose of drawing to support visual language to convey ideas, information and messages.

### **Structure / Units**

#### **Unit 1 – Finding, reframing and resolving design problems**

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

#### **Unit 2 – Design contexts and connections**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

#### **Satisfactory Completion / Assessment**

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

*Please note that studying this unit will incur a fee to cover the cost of materials.*

#### **What can this lead to?**

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

#### **Why choose this subject?**

Choose this subject if you are interested in learning about Illustration, Architecture, Product design, Graphic design and Design process.

**Expected Cost: \$40 per unit**

***PLEASE NOTE: All charges listed are subject to change***





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**The underlying concept expressed by the logo is that of dynamic youth emerging from a rural origin. The horizon of the ploughed field points to the heart of youth as a gesture of the direction and input that the college gives into the lives of its students.**

**The human form has one hand leading into the future with the other held out calling others to participate.**

**The fluidity of the posture reflects the college's inclination toward the performing arts.**

**The burgundy alludes to the rich red soils of the area, while the navy blue speaks of the wide open spaces of the future.**

**The figure in the logo is stepping forward from the white space (the innocence of childhood) and out into the wider community.**

**The school motto "Participation and Excellence" reinforces the standard that the school aims to encourage.**