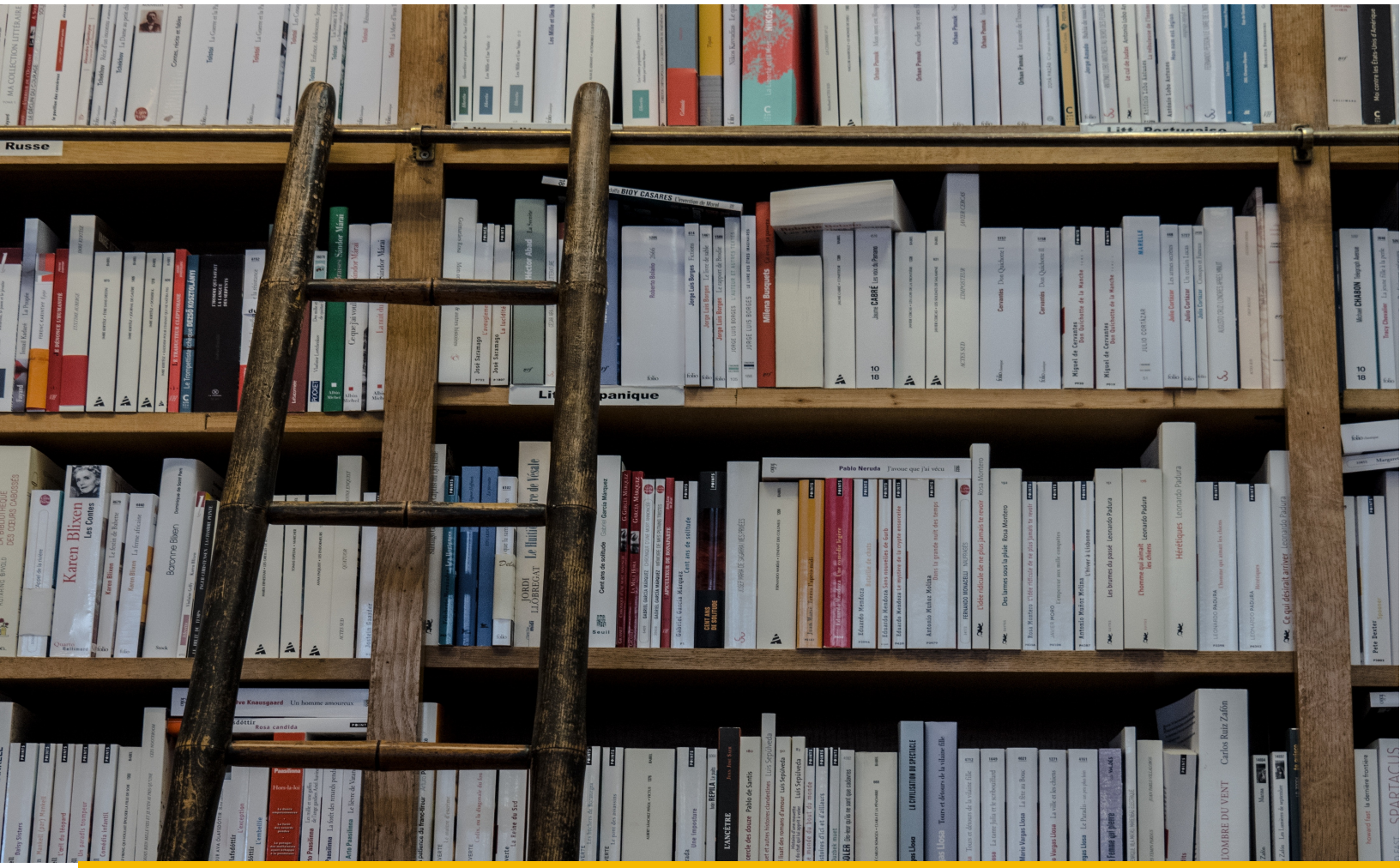
LILYDALE
HIGH SCHOOL

RESPICE LUCEM



VCE HANDBOOK

VCE Information

The Victorian Certificate of Education (VCE) operates in all Victorian Secondary Schools. All Year 11 and 12 subjects or studies are prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

SELECTION OF COURSES AND PROCEDURES IN YEAR 11 AND YEAR 12

At Year 11 and 12 subjects or studies are studied as units usually over two years.
At Year 11 subjects are studied as Units 1 and 2; at Year 12, subjects are studied as sequenced Units 3 and 4. Students cannot study Unit 4 before studying Unit 3. Some Year 11 students may take a Unit 3-4 sequence whilst in Year 11.

At both levels, students must acquire their current Mathematics teacher's recommendation for their chosen Mathematics study.

Class Attendance Policy at Years 11 and 12

Students should strive for 100% attendance in VCE.

In accordance with VCAA rules, the Lilydale High School policy on attendance of Year 11 and 12 students states that if students have more than three (3) unapproved absences or ten (10) approved absences, in any study, they may receive an 'N' for that unit. This may affect the completion of their VCE. Extenuating circumstances will be considered.

Compulsory Requirements

All students entering Year 11 in 2018 are to take 10 Units of Study in the course of the year, 5 in each semester.

All students must take Units 1 and 2 of VCE English; English Language or English Literature. Students may take two English subjects.

(c) Each student will have a timetable allotment of 25 periods. Any student wishing to drop a subject must select another to replace it by consulting the VCE Coordinators.

(d) All students entering Year 12 in 2020 must take 5 sequences of Units 3 and 4. Selection will be made in Term 3 of 2019 for the whole year in 2020. It is not possible to change courses at mid-year in Year 12.

YEAR 11/12 IMPROVED PERFORMANCE TIME (IPT)

All students in Year 11 and 12 have 5 common study periods per week, known an Improved Performance Time (IPT). These common periods are timetabled on Tuesday and Thursday periods 5-6 and Friday period 6. School Assessed Coursework (SACs) will be conducted during IPT in the School Hall or a classroom under Examination conditions. There are no timetabled classes for these periods, so if students do not have a SAC or an organised activity, they are free to leave school to go home and study or they are welcome to stay and study in the VCE Study Hall, the silent study room or library or they may wish to see teachers for assistance if they are available.

School Assessment Coursework/School Assessed Tasks

Students will be expected to complete and submit assessment tasks in Units 1 and 2 which are to be reported upon, on time and in full. Where this is not done, without for example, an adequate medical certificate, no assessment will be awarded.

At Year 12, when students are absent from School Assessed Coursework (SACs)/School Assessed Tasks (SATs) they are required to provide a medical certificate. Another SAC may be made available and where the possibility of completing the SAC or SAT may be achieved within VCAA's deadline dates.

Derived Exam Score (D.E.S.)

Students may apply for D.E.S. if they have suffered illness, or hardship two weeks prior to a scheduled VCAA examination, and one week after a scheduled exam for unexpected hardship or accident. Students make this application through the VCE Coordinators. Evidence must be provided.

Career Choices

In making decisions for the future it is important that students consider their options very carefully and discuss these with the Careers teacher, Year Level Coordinators and personnel from tertiary institutions.

References that should be consulted before making a course selection (available in the Careers Room):

Handbook
For Year 11 Prerequisite Guide 2020 and for Year 10 Prerequisite Guide 2021 is the source for
Tertiary Entrance Requirements.
Job Guide.

It is important to ensure that subjects are chosen which will enable entry to tertiary courses. Students must check the entrance requirements and prerequisite requirements.

Year 12 students should consult the VTAC Guide to check that their proposed course of study includes all the necessary pre-requisite subjects and other requirements as stated in The Tertiary Entrance Requirements booklet available for use in the Careers office.

VTAC - Victorian Tertiary Admissions Centre - Year 12

Victorian Tertiary Admissions Centre acts as a clearing house for most tertiary entrances. Some institutions do not belong to VTAC and, therefore, you will need to see the Careers Teacher for entry requirements and dates.

VCAA Regulations

VCAA REGULATIONS FOR THE SATISFACTORY COMPLETION OF VCE

The VCE is a single certificate normally completed over two years. Students are required to satisfactorily complete sixteen units of study, including:

Three units of English including English 3-4, Literature or English Language 3-4 plus
three sequences of Units 3 and 4 studies other than English.

The three units of English may be selected from VCE English/ESL Units 1 to 4, or Literature Units 1 to 4 or English Language Units 1 to 4. Students may elect to do more than one English subject.

Up to eight units of study may be VCE VET units obtained across two VET programs

VCE VET programs contribute a Unit 1-4 sequence in their own right for completion of the VCE. Some VCE VET programs now have a scored assessment.

For satisfactory completion of a unit, students must demonstrate achievement of the Learning Outcomes for each study attempted. S or N is based on the teacher's judgement of students' overall performances on coursework and assessment tasks designated for their units and based on the key knowledge and key skills referred to in the Study Designs.

Achievement of an outcome means:
The work meets the required standard as described in the Outcomes.
The work was submitted on time.
The work is clearly the student's own.
There has been no substantive breach of rules including school attendance rules.

Assessment of Units 3 and 4 will use school based assessment of the Learning Outcomes plus external examination: School Assessed Coursework (SACs) or School Assessed Tasks (SATs).

VCE AND ATAR CONTRIBUTION

A student's Australian Tertiary Admissions Ranking (ATAR) is calculated from the scaled Study Scores from Learning Outcome Assessment Tasks in subjects where students have successfully completed the 3 – 4 sequence. The grades for the English study are combined with the best three other sequences, with an additional 10% contribution from other completed sequences after a scaling process has been applied. ATAR enables a student's performance to be compared with all students in their group and across the States.

NOTE: As the English 3-4 or Literature 3-4 study score is a compulsory component of the ATAR score, it is vital students gain an S for both English Units 3 and 4 or both Literature Units 3 and 4.

VCE VET Units 3 and 4 sequence with a study score may be counted in the primary four for ATAR.

Units 3 and 4 VCE VET sequences which do not have study scores available may be used for fifth and/or sixth study increments for the ATAR. The increments will continue to be 10% of the average of the primary four scaled scores.

CHOOSING UNITS

There are a number of issues which students must take into account before they select their Year 11 or 12 Course for 2020.

English Units 1 and 2 is designed to be sequential - 1 followed by 2.

All other Unit 1 and 2 studies are single units, but a few of these recommend that Unit 1 is completed before Unit 2 and/or that Unit 2 is done before Units 3/4.

Languages other than English, Music, Chemistry and Information Technology recommend that Units 1, 2, 3 and 4 are sequential (1 followed by 2, then 3/4).

Accounting, Biology and Physics recommend that Unit 2 be done before attempting Unit 3/4 but of course attempting Unit 1 is desirable to maximise prerequisite skills.

AVAILABILITY OF UNITS

All units offered have been developed by the respective Key Learning Areas and endorsed by the Curriculum Committee. Units to be timetabled will be based on:
· Student choice
· Staffing availability
· Student numbers

Timetable groupings will be compiled from student subject choices. Therefore, it is most important that students indicate their preferred choice of units for 2020. If there are insufficient students offering to take a unit, it will not be considered for timetabling.

Students should make wise and informed decisions when selecting units.

Students should choose subjects:
· they are good at
· they are interested in
· they require as prerequisites for tertiary study
· they have a vocational interest in

VET Programs

VCE VET (Vocational Education and Training) Programs are offered as part of the VCE:

VCE VET can contribute a Unit 1 - 4 sequence in their own right for completion of the VCE.
Up to eight VCE VET units across two programs can contribute to VCE satisfactory completion.
One VCE VET Unit 3-4 sequence will be able to contribute a score to a student's ATAR (optional student choice).

Where Unit 3-4 sequences are identified in VET programs, these may contribute one increment to an ATAR as a fifth or sixth VCE study.

Students who complete recognised VET qualifications within the VCE receive a nationally recognised training credential issued under the Australian Recognition Framework (ARF).
The selection of a VCE VET subject constitutes one of students' five VCE subjects.

In 2020 Year 11 students will have the opportunity to study a VCE VET certificate, delivered at Lilydale High School on Wednesdays between the hours of 1 pm and 5 pm. The certificates on offer include Certificate II Animal Studies and Certificate III Acting (Screen).

Because of a clustering of school resources, schools in our region also offer VET Certificates to be accessed on. Please refer to the section headed: 'Vocational Education and Training'.

Special Provision

SPECIAL PROVISION / DELAY OF DECISION

Delay of Decision of Satisfactory Unit Completion

The Principal/VCE Co-ordinator shall determine eligibility for provision of an extension of time – Special Provision.

Special Provision

The exceptional circumstances which will allow an extension or delay of decision for unit completion or completion of School Assessed Coursework (SACs) and School Assessed Tasks (SATs) to be granted by the Head of Senior School will include:

(i) that after a serious illness, covered by a doctor's certificate, work missed could be completed, given time is available within the VCAA submission dates.
(ii) extreme family dislocations, bereavements or upheavals supported by a professional's certificate.

NB Work missed because of extended holidays or prolonged illness will not be eligible for time extensions and the unit will normally have to be repeated for successful completion.

AUTHENTICATION OF WORK

To enable the production and submission of Learning Outcomes, School Assessed Coursework SACs and School Assessed Tasks (SATs) which teachers can confidently attest are genuinely those of students, the following guidelines should be followed:

Students must ensure that:

All unacknowledged work submitted for Learning Outcomes and School Assessed Coursework SACs is genuinely their own work. For revised VCE studies a great deal of coursework will be conducted in class under teacher supervision.

All resources, including print texts, electronic texts (CD Rom/Encarta/Internet), human resources providing assistance, should be acknowledged in accordance with acceptable referencing procedures.

Note: School assessed assessment tasks should not contain acknowledgment which identifies the student, school or teacher.

Students should periodically produce evidence of the development of their learning outcome assessment tasks, including draft developments generated on computer in which case evidence may be hard copy or separate computer files.

Teachers should monitor the process and development of the work whereby they can attest that the work is the student's own.

Students should not submit the same piece of work for completion of more than one Learning Outcome or School Assessed Task.

Students should not accept undue assistance from any other person in the preparation and submission of work. Undue assistance could include providing actual adjustments or improvements to the student's work or dictating, directing a student to insert particular text. Students may, however, be given advice about the general nature of adjustments or improvements to their work.

Learning Outcome Assessment tasks may be called in for auditing purposes.

The VCAA will also undertake statistical analysis comparing students' school assessed results with their GAT results; to identify students with unexpectedly high results in their school assessed Learning Outcome Assessment Tasks. The authenticity and student understanding of the work will then be tested by the school and reports made to the VCAA.

When students use computers to produce Learning Outcome Assessment Tasks, it is the student's responsibility to ensure that:
an alternative system is available in case of computer malfunction or unavailability.
hard copies are produced regularly to meet authentication and drafting requirements.
back-up copies should be made.

BREACH OF AUTHENTICATION

For any breach of rules the Principal and VCE Co-ordinators will be notified and appropriate action taken.

The action could be one or more of the following:

Teachers are not required to accept Learning Outcome Assessment Tasks if there is doubt concerning their authenticity.

Students must prove authenticity by:

providing evidence of the development of the work e.g. drafts which may not have been sighted by the teacher;

or

discussing the content of the work with the teacher and answering questions to demonstrate their knowledge and understanding of the work;

or

providing samples of other work;

or

completing under supervision a supplementary task or test related to the original task;

or

attending an interview or completing a test to demonstrate understanding.

Students will be notified in writing of the purpose and nature of the interview, assessment task or test and given 24 hours' notice.

Interview panels consisting of the teacher, students and VCE or Key Learning Area Coordinator will be established if necessary.

If any part of the work cannot be authenticated the matter will be dealt with as a Breach of Authentication.

Consequences of a Breach of Authentication

Learning Outcomes/School Assessed Coursework SACs or School Assessed Tasks SATs

The Principal has the power to:
reprimand a student;
or
give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;
or
refuse to accept that part of the work which infringes the rules and base a decision whether to award the work requirement an N or an S upon the remainder of the work;
or
refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the work requirement.

Where work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made, then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

If an N is awarded for Learning Outcomes then, as a consequence, an N will be awarded for the unit concerned.

Schools may seek advice from the VCAA Secretary about imposing an appropriate penalty. Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication.

Notification to the student

If a decision is made to impose a penalty the principal must notify the student in writing within 14 days of the decision being made. This notification must include:

the nature of the Breach of Rules by the student;
the reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this;
the penalty to be imposed;
advice about the student's right to appeal to the VCAA; and
advice that this appeal must be lodged within 14 days of receipt of notification from the principal.

Notification to the VCAA

Principals are required to report to the VCAA all occurrences of breaches of authentication.

Student appeal

Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication in relation to work requirements and school assessed SACs or SATs.

NOTE: Regular attendance and academic success are closely related. We expect 100% attendance unless special circumstances apply.

VCE Redemption Policy

The policy is designed to set the rules, obligations and consequences where a student does not meet the requirements of either Learning Outcomes or Assessment Tasks at the VCE level.

Learning Outcomes

In order to satisfactorily complete a unit, students must satisfactorily complete all the Learning Outcomes for the unit in accordance with the specifications set out in the VCAA study design.

If a student does not satisfactorily complete one or more of the Learning Outcomes for a unit or the work is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that unit. This will be reported as an N.

TAFE in VTAC

TAFE courses are included in the VTAC system. Students should note that some TAFE courses are also part of a PATHWAYS or articulation arrangement with a university or school. This arrangement could allow the student to advance to further study at university level after completion of their TAFE course. Students should investigate these arrangements before selecting courses.

Subject Fee Schedule

Physical and Sport Education

Outdoor Education Unit 1	$350
Outdoor Education Unit 2	$350
Outdoor Education Unit 3	$350
Outdoor Education Unit 4	$350

Technology

Product Design and Technology (Textiles) Units 1 & 2	TBA
Product Design and Technology (Textiles) Units 3 & 4	TBA
Product Design and Technology (Wood and Resistant Materials) Units 1 & 2	TBA
Product Design and Technology (Wood and Resistant Materials) Units 3 & 4	TBA
Food Studies Units 1 & 2	$140
Food Studies Units 3 & 4	$140
Systems Engineering Units 1 & 2	TBA
Systems Engineering Units 3 & 4	TBA

Mathematics Course Selection Flow Chart

Year 9

Core

Year 9 Core Mathematics
Code: 9MMA
Runs full year. Compulsory for all mainstream Year 9 students.
Main focus areas – Financial Mathematics, Number & Computation, Algebra, Pythagoras' Theorem, Measurement, Trigonometry, Data & Statistics, Rates and Ratios, Linear Functions, Non-linear Functions.

Electives

9 Bridging Mathematics
Code: 9MB
Main focus areas –
To support the curriculum taught within the Core classes whilst addressing numeracy and problem solving skills.

Year 10

Year 10 Specialist Mathematics
Code: 10MSM
This course is open to students by invite only. Highest level of Mathematics offered at Year 10.
Main Focus areas:
Linear Algebra, Index Laws, Linear Graphs, Quadratic Expressions, Quadratic Graphs, Exponential Graphs, Irrational Numbers, Pythagoras' Theorem and Trigonometric Functions.

Year 10 Mathematical Methods
Code: 10MMM
Open to all students to elect.
Main Focus areas:
Linear Algebra, Co-ordinate Geometry, Quadratic Equations, Quadratic Functions, Indices & Exponential Functions, Real Numbers, Trigonometry, Probability.

Year 10 General Mathematics
Code: 10MGM
Open to all students to elect.
Main Focus areas:
Matrices, Linear Algebra and Graphing, Statistics, Pythagoras' Theorem, Measurement, Trigonometry, Number Patterns and Financial Mathematics.

Year 10 Foundation Mathematics
Code: 10MFM
This course is open to students by invite only. Designed for students who are not planning to complete a VCE Mathematics.
Main Focus areas:
Pattern and Number, Space, Shape and Measurement, Data and Statistics and Financial Mathematics.

Year 11

Unit 1/2 Specialist Mathematics
Code: 11MSM
Only recommended for students who have studied 10MS or 10MM.
Main focus areas – Arithmetic and number, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear relations, Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Graphs of Linear and Non-Linear Relations, Statistics.

Unit 1/2 Mathematical Methods
Code: 11MMM
Recommended for students who have studied 10MS or 10MM.
Main focus areas – Functions and graphs, Algebra, Calculus, Probability and Statistics.

Unit 1/2 General Mathematics
Code: 11MGM
Recommended for students who have studied 10MG or 10MM.
Main focus areas – Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-linear Relations, and Statistics.

VCAL Intermediate Mathematics
Code: 11VIM
Open to students undertaking VCAL.
Main focus areas – Space, shape and design, Patterns and number, Data and Measurement.

Year 12

Units 3/4 Specialist Mathematics
Code: 12MSM
Assumes concurrent or previous study of Units 3 and 4 Methods.
Main focus areas – Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

Units 3/4 Mathematical Methods
Code: 12MMM
Assumes concurrent or previous study of Units 1 and 2 Methods.
Main focus areas – Functions and Graphs, Calculus, Algebra and Probability and Statistics.

Units 3/4 Further Mathematics
Code: 12MFM
Follows on from Units 1 and 2 General Mathematics.
Main focus areas –
Data analysis and Financial Mathematics, Geometry and Measurement and Matrices.

VCAL Senior Mathematics
Code: 12VSM
Open to students undertaking VCAL.
Main focus areas – Numerical Skills & Processes, Financial Literacy, Planning & Organising, Measurement, Representation & Design.

Please note: The dotted line means that students will require their teacher's recommendation to enroll in the course. They will also need to complete some additional work prior to commencing the class if this pathway is to be taken.

Art Units 1/2

Year 11

OVERVIEW

In this unit students examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They develop art making skills using the art process and learn how to analyse and interpret artworks through discussing and writing about artworks. Students use the Art process to create finished artworks and develop unique and personal ways of expressing their opinions and interests through creating and responding to artworks. The course is underpinned by four Art frameworks that guide the discussion and creation of artworks.

The frameworks are as follows-
Structural Framework which covers all the structural elements of artworks.
Personal framework which looks at personal influences and approaches.
Cultural framework which covers social cultural and historical elements of artworks and Contemporary framework which addresses contemporary approaches to artworks and the role of art in that questions or raises issues within society.

WHAT STUDENTS WILL LEARN

Artworks and meaning
Students use the Structural and Personal frameworks to interpret the meanings and messages of a range of artworks and analyse the viewers personal interpretation and that of the artist

Art making and meaning
Students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process.

Contemporary artworks and culture
Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time.

Art making and contemporary culture
Students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. They explore a range of artistic approaches using the art process and create artworks their process is documented and annotated in a visual diary.

POSSIBLE FUTURE PATHWAYS

Unit 1/ 2 Art leads into Unit 3/4

There are folio building skills and terminology covered in Unit 1/2 Art that can also be used in Unit 3/4 Studio Art.

Art develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Art include:
Visual Arts Courses
Design
Fine Art courses
Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf

Dance Units 1/2

Year 11

OVERVIEW

VCE Dance involves students as performers, choreographers and audience. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

The study of Dance also helps develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place.

This subject may be selected by year 10 students.

WHAT STUDENTS WILL LEARN

Dance perspectives
Students will learn about various dance traditions, styles and works and how the intention of a choreographer might be realised in performance. Students will document, describe and analyse the features of other choreographers' dance works as well as movement categories and the elements of movement in dance traditions.

Choreography and performance
Students will develop an intention for solo, duo and/or group dance work and explore movement to communicate this intention through choreography and performance.

Dance technique and performance
Students will learn, rehearse and perform solo, duo or group dance work that communicates an intention. They will develop their capacity to execute a range of movements and develop their dance technique and artistry through regular and systematic training whilst focusing on improving skills in the execution of personal and learnt movement vocabulary.

Awareness and maintenance of the dancer's body
Students will develop an understanding of current health and wellbeing principles, and the safe use, maintenance and physiology of the dancer's body.

POSSIBLE FUTURE PATHWAYS

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works.

The study also prepares students to be discerning, reflective and critical viewers of dance and may provide pathways to training and tertiary study in dance performance and associated careers within the dance industry.

Areas which students may be led to following the study of Dance include:
Dancer
Performer
Choreographer
Dance instructor

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/dance/DanceSD_2019.pdf

Drama Units 1/2

Year 11

OVERVIEW

In Unit 1/2 Drama, students are introduced to creative processes, a range of stimulus material and play-making techniques to develop and present characters in devised work.

Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, aspects of Australian identity and contemporary drama practice.

Students also learn about the work of significant drama practitioners from a range of cultural and historical contexts.

This subject may be selected by year 10 students.

WHAT STUDENTS WILL LEARN

Creating a devised performance
Students will apply a range of play-making techniques in order to devise ensemble and solo performances that use a variety of stimulus material as a starting point.
Students will document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Presenting a devised performance
Students will manipulate expressive and performance skills in the presentation of characters in devised ensemble and solo performances.

Analysing a devised performance
Students will analyse and critically evaluate the development and presentation of their own devised ensemble and solo performances.

Analysing a professional drama performance
Students will analyse the presentation of ideas, stories and characters in professional drama performances. (Please note there will be an added cost for this)

POSSIBLE FUTURE PATHWAYS

VCE Drama students develop an appreciation of drama as an art form through their work as solo and ensemble performers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

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

The study of Unit 1/2 Drama may lead students to the study of Unit 3/4 Drama and/or Theatre Studies. It may also provide pathways to training and tertiary study in the film, television, theatre and radio industries such as

Areas which students may be led to following the study of Drama include:
Acting
Directing
Theatre-making
Script writing
Media communication
Drama criticism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/drama/DramaSD_2019.pdf

Media Units 1/2

Year 11

OVERVIEW

Unit 1 and 2 Media examines how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products. Students analyse media concepts, forms and products in an informed and critical way. They consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

WHAT STUDENTS WILL LEARN

Media representations
Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

Media forms in production
Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

Australian stories
Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Narratives selected for study must be by Australia media creators and producers with primarily Australian content.

Narrative, style and genre
Students study at least two narratives in two different media forms to gain an understanding of the construction of narrative.

Narratives in production
Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

Media and change
Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Media leads into Unit 3/4 Media. There are skills and terminology covered in Unit 1/2 Media that can also be used in Unit 3/4 Studio Art, Art and Theatre Studies.

Areas which students may be led to following the study of Media include:
Visual Arts and Fine Arts Courses
Media and Design

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

Music Performance Units 1/2

Year 11

OVERVIEW

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments.

Students study the work of other performers and explore strategies to optimise their own approach to performance.

They will identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

WHAT STUDENTS WILL LEARN

Performance
Students use research to make decisions about how selected works from a variety of contexts can be interpreted, arranged and/or shaped in performance. They will learn, practise, interpret and rehearse a program of group and solo works. Students will apply musicianship skills to perform these works for assessment.

Preparing for performance
Students will identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance work. Students will demonstrate and discuss techniques relevant to the performance of selected works.

Music language
Student will identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Music Performance prepares students for the study of Music Performance in Units 3/4. VCE Music may also equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

The study of Music may also equip students with the interpersonal skills of perseverance, confidence, communication, teamwork and problem-solving.

Areas which students may be led to following the study of Music include:
Songwriting
Recording and producing
Event management
Performing
Teaching (private tuition and in schools)
Music therapy
Theatre
Film, television and radio

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf

Studio Arts Photography Units 1/2

Year 11

OVERVIEW

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

WHAT STUDENTS WILL LEARN

Researching and recording ideas
In this area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques.

Studio practice
In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Interpreting art ideas and use of materials and techniques
In this area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Exploration of studio practice and development of artworks
In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

Ideas and styles in artworks
In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles.

POSSIBLE FUTURE PATHWAYS

Studio Art Unit 1/2 lead onto Studio Art Units 3/4.

There are folio building skills and terminology covered in Unit 1/2 Studio Art that can also be used in Unit 3/4 Art and Visual Communication.

Studio Art develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Studio Art include:
Visual Arts and Fine Arts Courses
Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf

Theatre Studies Units 1/2

Year 11

OVERVIEW

Unit 1/2 Theatre Studies focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern and modern eras.

Students creatively and imaginatively work in production roles with scripts from a range of theatre styles and their conventions. They study innovations in theatre production and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

WHAT STUDENTS WILL LEARN

Exploring pre-modern and modern theatre styles and conventions
Students will examine distinguishing features of theatre styles and scripts from the pre-modern and modern eras
Through practical workshops, students will learn about contexts, cultural origins, production roles and performance possibilities for a range of theatre styles.

Interpreting scripts
Students will work creatively and imaginatively to interpret scripts from a variety of theatre styles. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts.

Analysing a play in performance
Students will study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance.

Analysing and evaluating a theatre production
Students will analyse and evaluate a professional theatre production of a script including the application of acting, direction and design and their effect on an audience.
Students will also examine the use of theatre technologies and elements of theatre composition in professional theatre performance.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Theatre Studies can prepare students for Unit 3/4 Theatre Studies and/or Drama. It may also lead to further learning in vocational educational training settings or for industry or community-related pathways.

Theatre Studies may also provide pathways for further study at tertiary level in

Areas which students may be led to following the study of Theatre Studies include:
Theatre production
Theatre history
Communication
Writing
Acting
Direction and design

Visual Communication Design Units 1/2

Year 11

OVERVIEW

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students employ a design process to generate and develop visual communications. They develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. During their study students have the opportunity to investigate the work and practices of contemporary designers.

WHAT STUDENTS WILL LEARN

Drawing as a means of communication
Students will create drawings for different purposes using a range of drawing methods, media and materials.

Design elements and design principles
StudentS select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Visual communications in context
Students describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Technical drawing in context
This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions.

Type and imagery in context
In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts.

Applying the design process
Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.

POSSIBLE FUTURE PATHWAYS

Unit 1/ 2 Visual Communication leads into Unit 3/4 Visual Communication

There are folio building skills covered in Unit 1/2 Visual Communication that can also be used in Unit 3/4 Studio Art and Art

Areas which students may be led to following the study of Visual Communication include:
Visual Arts and Fine Arts Courses

Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesign

Studio Arts Ceramics Unit 1/2

Year 11

OVERVIEW

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

WHAT STUDENTS WILL LEARN

Researching and recording ideas
In this area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques.

Studio practice
In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Interpreting art ideas and use of materials and techniques
In this area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Exploration of studio practice and development of artworks
In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

Ideas and styles in artworks
In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles.

POSSIBLE FUTURE PATHWAYS

Studio Art Ceramics Unit 1/2 lead onto Studio Art Ceramics Units 3/4.

There are folio building skills and terminology covered in Unit 1/2 Studio Art that can also be used in Unit 3/4 Art, Studio Art Photography and Visual Communication

Studio Art develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Studio Art include:
Visual Arts Courses
Design
Fine Art courses
Creative based careers -Sculptor, Ceramicist, Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf

English Language Units 1/2

Year 11

OVERVIEW

Unit 1/2 English Language explores the subsystems that make up Standard Australian English, the ways children acquire language skills, the journey English has taken over history and looks at what is and will happen to the language moving forward.

Students will learn metalinguistic terms relevant to each study, and complete tests, provide extended responses and respond to essay questions in order to demonstrate their understanding of the concepts at each Area of Study.

Students are required to think critically and analyse the information provided, in order to form interpretations of how language is acquired and used in society. Emphasis is placed on collating, interpreting and analysing the elements and theories associated with language and its use, and class contributions are an essential element of English Language study.

Students must select at least one subject from the English Group (English, English Language, Literature). Three units from the English group, including a Unit 3–4 sequence must be satisfactorily completed.

WHAT STUDENTS WILL LEARN

Subsystems of Language
Students will learn how the English language is constructed, from how it sounds, through how words and sentences are formed, to how language is used in society. Students demonstrate their knowledge through weekly metalanguage tests, extended responses to prompts and short answer questions.

Child Language Acquisition
Students learn the stages and theories that help to explain the ways language is acquired. Their learning culminates is expressing their ideas in an analytical essay and short answer questions.

English Across Time
Through an oral presentation and an analytical essay, students demonstrate their understanding of the fluidity of English.

Englishes in Contact
Students will learn how the globalisation of English has affected the ways English is used, and endeavour to forecast what the future holds for English and what this means for other languages moving into the future. Students demonstrate their understandings through short answer questions and an analytical essay.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English Language forms the basis for students to be able to communicate with others effectively and to better understand the world around them. English Language specifically gives students a unique perspective on the role Enlgish plays within the modern world.

Areas which students may be led to following the study of English Language include:

Science
Arts
Psychology
Law
Linguistics
Education

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_20

English/EAL Units 1/2

Year 11

OVERVIEW

Unit 1/2 is the first year of VCE English and links closely with English studied from Year 7 through to Year 10. Students will read and respond to texts in both creative and analytical pieces of writing. They will further develop these skills by comparing the ideas and construction of two texts

They will explore the use of persuasive language and argument to persuade an audience. These skills will then be used to create a written persuasive piece and the presentation of an oral piece. Students will draw on these skills in the analysis of how others can use these skills in the analysis and comparison of written and visual texts.

Students are required to think about the construction and purpose of texts. They will explore possible interpretations of what they read and view, forming their own interpretations.

WHAT STUDENTS WILL LEARN

Reading and Creating Texts
Students will demonstrate their understanding of the ideas and construction of two texts through analytical and creative writing.

Analysing and Presenting Argument
Students will present an argument through an oral presentation. which demonstrates their understanding of a current issue and their understanding of the impact of language and argument.

Reading and Comparing
Students will read a novel and a play. They will demonstrate their understanding of the construction and ideas of these texts through a comparative essay.

Analysing and Comparing
Students will write a comparative analysis of the way multiple texts use language and arguments to present different perspectives on current issues.

POSSIBLE FUTURE PATHWAYS

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English include:

Arts
Communications
Law
Writing
Publishing
Education
Advertising

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf

English Literature Units 1/2

Year 11

OVERVIEW

Literature is an invitation into worlds unknown. An opportunity to explore and critique what makes us human - our values, our passions and our dreams. If you love reading and talking about texts then this is the subject for you. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They explore the ways literary texts connect with each other and with the world.

WHAT STUDENTS WILL LEARN

Approaches to Literature
Students consider how language, structure and stylistic choices are used in different types of text. They investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Context and connections
In this area of study, students focus on the interrelationships between the text, readers and their social and cultural contexts.

POSSIBLE FUTURE PATHWAYS

The English group forms a basis for effective communication and understanding of the world and prepares students for further study and the workplace.

Many university courses have a minimum requirement in terms of English score.

Areas which students may be led to following the study of Literature include:

Arts
Communication
Journalism
Education
Publishing
Writing
Advertising
Law

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf

VCAL Intermediate Literacy

Year 11

OVERVIEW

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read, write, speak and respond to a range of texts on everyday subject matters, which include some unfamiliar aspects or material.

WHAT STUDENTS WILL LEARN

Students will learn to use the writing process to produce texts that link several ideas or pieces of information, once they have identified the audience and purpose of the text.

In reading, students learn to identify how, and if, a writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

Students will also be able to listen to information relayed and ask informed questions to show their understanding of the spoken word. They will also be able to verbalise ideas in a formal manner using high levels of oracy skills.

POSSIBLE FUTURE PATHWAYS

Students can undertake further study at Technical and Further Education facilities and apprenticeships.

Areas which students may be led to following the study of Literacy include:

Building and Construction
Community Services and Health
Manufacturing and Engineering
Sport and Recreation

Accounting Units 1/2

Year 11

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. To commence their Accounting studies, in Unit 1/2 students will consider the role of accounting in business, before moving on to the practical elements of accounting and decision-making for a trading business.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge to practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

WHAT STUDENTS WILL LEARN

The Role of Accounting
Students will describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Recording Financial Data and Reporting Accounting Information for a Service Business
Students will learn how to manage accounting information for a service business. Students will suggest and apply appropriate financial and non-financial indicators to measure business performance.

Accounting for Inventory
Students will record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Accounting for and Managing Accounts Receivable and Accounts Payable
Students will record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Accounting for and Managing Non-current Assets
Students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

Commerce
Management
Accounting
Forensics
Finance
Business ownership

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/accounting/AccountingSD_2019.pdf

Business Management Units 1/2

Year 11

OVERVIEW

VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing.

This subject may be selected by Year 10 students.

WHAT STUDENTS WILL LEARN

The Business Idea
Students investigate how and why business ideas are created and explain the methods by which a culture of entrepreneurship may be fostered in a nation. Students conduct an interview with a business owner and apply their knowledge in a written report.

External and Internal Environments of Business
Students will study the external and internal factors which impact business planning. Students will plan their own business, writing a business plan and running this business on Market Day.

Financial and Legal Considerations
Students will consider the importance of complying with laws and maintaining accurate financial recording keeping when establishing a business.

Marketing
Students will study marketing strategies used by businesses to establish a customer base and marketing presence. Students will develop, write and present their own Marketing Pitch on a business scenario.

Staffing Requirements
Students will evaluate the staffing needs of businesses; examining case studies which highlight the costs and benefits of various management strategies.

POSSIBLE FUTURE PATHWAYS

Business Management fosters enterprising behaviours, interpersonal, collaborative, and negotiating skills that are transferable into life, work and business situations.

Areas which students may be led to following the study of Business Management include:

Marketing
Advertising
Human Resource Management
Commerce
Economics
Education
Business Ownership

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/businessmanagment/BusinessManagem
2017.pdf

Economics Units 1/2

Year 11

OVERVIEW

VCE Economics is designed to improve students' understanding of the world and what drives many key decisions. Economics in general is about how to allocate scarce resources to best satisfy living standards.

The course will involve the study of Micro and Macroeconomics. Microeconomics is the study of individuals and markets, whilst Macroeconomics is about the whole economy and how the Federal Government seeks to manage the economy to improve our living standards.

WHAT STUDENTS WILL LEARN

Thinking like an Economist
Students will study human behaviour and what drives our decision making processes. It is a good fit with Psychology and Philosophy in this sense. Students will conduct an experiment on behavioural economics.

Decision Making in Markets
Students will also learn about how markets are used to allocate resources in a Capitalist economy, which will involve the study of demand and supply and how relative price changes alter how resources are used based on Consumer Sovereignty. Students will investigate the Used Car market as a case study and causes and consequences of the Global Financial Crisis and its impact on markets and living standards.

Economic Growth, Long-term Economic Prosperity and Environmental Sustainability
Students will be studying Macroeconomics and will look at the performance of the economy and factors that influence our living standards, along with ways that the government and RBA can seek to manage the economy via tax, spending and interest rates.

Economic Efficiency and Equity
Students will consider income distribution and factors that influence this distribution and ask if it is better to seek “equal outcomes or equal opportunity?”

Global Economic Issues
We will finish by investigating Globalisation and its costs and benefits and overall impact on our living standards.

POSSIBLE FUTURE PATHWAYS

The Reserve Bank of Australia provide information on their website about employment opportunities in the field of economics, which can be found across most sectors of industry and government.

Areas which students may be led to following the study of Economics include:

Commerce
Accounting
Finance
Business

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf

Geography Units 1/2

Year 11

OVERVIEW

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Students develop a range of investigative skills, including conducting fieldwork, and utilise spatial and digital technologies.

In Unit 1, students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

In Unit 2, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

WHAT STUDENTS WILL LEARN

Characteristics of Hazards
Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales.

Response to Hazards and Disasters
Students 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.

Characteristics of Tourism
Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using fieldwork techniques, and one other location elsewhere in the world.

Impact of Tourism
Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Geography include:

Science
Sustainability
Geomatics

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf

Australian and Global Politics Units 1/2

Year 11

OVERVIEW

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues and events.

Australian Politics increases awareness of the nature of power and its influence. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world.

WHAT STUDENTS WILL LEARN

Power, Ideas and Political Actors
Students explore the characteristics of the Australian political system and investigate a case study to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy. Furthermore, they investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system.

Global Links, Global Cooperation and Conflict
Students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has transformed lives and created global links, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders. Furthermore, students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. Organisations such as the United Nations and World Trade Organisation are studied.

POSSIBLE FUTURE PATHWAYS

VCE Australian and Global Politics enables students to acquire inquiry and critical thinking skills that will assist in the formation of arguments.

Areas which students may be led to following the study of Australian and Global Politics include:

Politics
International relations
Law
History
Journalism
Languages
Education
Research

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/politics/AustGlobalPoliticsSD_2018.pdf

History 20th Century Units 1/2

Year 11

OVERVIEW

VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

Students will engage in utilising a range of historical skills such as analysing primary and secondary sources, using historical thinking concepts (significance, evidence, continuity and change, and causation), conduct historical inquiry, ask questions about the past, and recognise that the way in which we understand the past informs decision-making in the present.

WHAT STUDENTS WILL LEARN

Ideology, Conflict, and Social and Cultural Change
Students explore the nature of political, social and cultural change in the period between the world wars. Included in this are the impacts of the post-war treaties; the rise of fascist ideologies, such as Nazism; the significant events that led to World War Two; and the influence of politics, economics and technology on German society and culture during the interwar period.

Competing Ideologies and Challenge and Change
Students explore the nature and impact of the Cold War and challenges and changes to existing political,economic and social arrangements in the second half of the twentieth century. Included in this are the causes, features and impacts of the Cold War; and the causes and nature of challenge and change in relation to the anti-Apartheid movement in South Africa and the civil rights movement in the United States of America.

POSSIBLE FUTURE PATHWAYS

VCE History enables students to acquire inquiry and critical thinking skills that will assist in the formation of arguments and develop critical thinking.

Areas which students may be led to following the study of History include:

History
Philosophy
Archaeology
Sociology
Anthropology
Psychology
Languages
Education

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf

Legal Studies Units 1/2

Year 11

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Unit 1/2, students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

WHAT STUDENTS WILL LEARN

Legal Foundations
Students will investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

The Presumption of Innocence
Students will develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Civil Liability
Students will explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law in given scenarios.

Sanctions
Students will explain key concepts in the determination of a criminal case. Through an investigation of two criminal cases, students discuss the principles of justice in relation to criminal cases, sanctions and sentencing approaches.

Remedies
Through an investigation of two civil cases, students will explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Rights
Students will evaluate the ways in which rights are protected in Australia, compare this approach with another country's approach and discuss the impact of an Australian case on the rights of individuals and the legal system.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

Law
Law enforcement
Immigration
Education
Social work

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

Philosophy Units 1/2

Year 11

OVERVIEW

As a subject, Philosophy is primarily concerned with questions on ethics, knowledge and metaphysics. Philosophy encourages students to develop their skills in critical and rational thinking and in constructing and evaluating arguments.

In Unit 1/2, students develop the key skills: clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. The subject encourages students to think critically on their own thinking, as well as on the views of Philosophers.

WHAT STUDENTS WILL LEARN

Metaphysics
In Area of Study One students study key metaphysical themes. This involves working out a logical account of everything we think we know or believe about existence, including scientific knowledge. Themes include: the mind, God, materialism and idealism, free will and determinism and time.

Epistemology
Epistemology is the study of knowledge and questioning of what we can know for certain. Here, students analyse problems and evaluate arguments arising from these.

Philosophical Inquiry
Students learn how to analyse philosophical arguments and viewpoints.

Ethics and Moral Philosophy
Ethics and morals draw on our understanding of what's right and wrong. Students will analyse and evaluate problems and viewpoints in ethics and moral theory.

Further Problems of Value Theory
Students study key themes on types of values we hold, including: aesthetic, social and political value.

Techniques of Philosophical Inquiry
Students learn to examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking, such as emotion.

POSSIBLE FUTURE PATHWAYS

The skills learnt in VCE Philosophy are highly regarded for careers that involve conceptual analysis, strategic thinking, ethical awareness, insightful questioning and carefully reasoned arguments.

Areas which students may be led to following the study of Philosophy include:

Arts
Law

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/philosophy/PhilosophySD_2019.pdf

French Units 1/2

Year 11

OVERVIEW

In Unit 1/2 French students develop their understanding of French language and culture through studying a range of topics related to their personal world, French-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and how it affects an individual's use of language.

Students will extend their skills through a variety of speaking, listening, reading writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken French in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication
Students will establish and maintain an informal conversation about their personal world.
Students will respond to spoken, written or visual texts in French, by participating in a written exchange in French, in which they take into account context, audience and purpose.
Interpretive Communication
Students will read, listen to or view texts in French and respond to these texts in writing in both English and French. Students will locate and use information from two different texts, summarising content and combining information from the two texts.
Students will read, listen to or view texts in French. They will analyse and use information from these texts in an extended written response in French.
Presentational Communication
Students will present ideas and information in writing in French, for a particular audience and purpose. This presentation should be aimed at a specific audience and should narrate, entertain, retell, recount or interpret information and ideas.
Students will deliver an oral presentation based on a cultural product or practise that they have researched. They will explain information and ideas orally in French, about an aspect of culture within a French-speaking community.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 French is ideal for students who have enjoyed Year 10 French and are interested in learning to communicate more fluently in French and in broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Year 10 French and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies:
International Law
Tourism
International Aid
Fashion
Translating
Education
Journalism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/french/FrenchSD_2019.pdf

Indonesian Units 1/2

Year 11

OVERVIEW

In Unit 1/2 Indonesian students develop their understanding of Indonesian language and culture through studying a range of topics related to their personal world, Indonesian-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and how it affects an individual's use of language.

Students will extend their skills through a variety of speaking, listening, reading writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken Indonesian in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication
Students will establish and maintain an informal conversation about their personal world.
Students will respond to spoken, written or visual texts in Indonesian, by participating in a written exchange in Indonesian, in which they take into account context, audience and purpose.
Interpretive Communication
Students will read, listen to or view texts in Indonesian and respond to these texts in writing in both English and Indonesian. Students will locate and use information from two different texts, summarising content and combining information from the two texts.
Students will read, listen to or view texts in Indonesian. They will analyse and use information from these texts in an extended written response in Indonesian.
Presentational Communication
Students will present ideas and information in writing in Indonesian, for a particular audience and purpose. This presentation should be aimed at a specific audience and should narrate, entertain, retell, recount or interpret information and ideas.
Students will deliver an oral presentation based on a cultural product or practise that they have researched. They will explain information and ideas orally in Indonesian, about an aspect of culture within an Indonesian-speaking community.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Indonesian is ideal for students who have enjoyed Year 10 Indonesian and are interested in learning to communicate more fluently in Indonesian and in broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Year 10 Indonesian and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies:
Business
International Law
Tourism
International Aid
Translating
Education
Journalism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/IndonesianSL_SD_2019.

General Mathematics Units 1/2

Year 11

OVERVIEW

General Mathematics provides for different combinations of student interests and prepares students to study Further Mathematics at a Unit 3 and 4 level. The course is designed for students to gain and demonstrate knowledge and skills that relate to real world applications of mathematics.

WHAT STUDENTS WILL LEARN

Students will complete a range of Work Requirements and School Assessed Coursework in each of the four modules:

Algebra and Structure
Students will cover representation and manipulation of linear relations and equations and their applications in a range of contexts.

Arithmetic and Number
Students investigate a variety of financial situations and use multiple methods to justify why different financial options are more preferred.

Discrete Mathematics
Students cover matrices, number patterns and recursion and their use to model practical situations and solve a range of related problems.

Geometry, Measurement and Trigonometry
Students explore shape, measurement and trigonometry and their application to formulate and solve two and three-dimensional problems involving length, angle, area and surface area, volume and capacity.

POSSIBLE FUTURE PATHWAYS

Mathematics forms a basis for students to be able to calculate and solve problems in their daily lives and future careers.

Areas which students may be led to following the study of General Mathematics include:

Education
Health Science
Psychology
Nursing

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Mathematical Methods Units 1/2

Year 11

OVERVIEW

Mathematical Methods Units 1/2 is designed to challenge students' mathematical application and thinking. It encompasses the study of algebra, calculus, circular functions, graph sketching and probability. Assumed Knowledge from Year 10 Mathematical Methods or Specialist Mathematics will be drawn on, as applicable, in the development of related content from the areas of studies. Analysis and application of skills, with and without the use of technology, becomes a focus in these units.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Functions and Graphs
Throughout this unit students will investigate algebraic functions, apply graph sketching techniques and transformations to model practical situations.

Algebra
This area reviews algebra of polynomials and introduces the knowledge and skills of exponential, logarithmic and trigonometric functions, inverse functions, symbolic notation, and matrices.

Calculus
Throughout the study of Calculus, students will use differentiation to sketch graphs, calculate rates of change, gradients and tangents to curves. Properties of antiderivatives and an introduction of definite integrals will be investigated and skills applied to real life scenarios.

Probability and Statistics
This area covers the concepts of event, frequency, probability & representation of finite sample spaces and events using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Mathematical Methods include:

Engineering
Computer Programming
Law
Physiotherapy

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Specialist Mathematics Units 1/2

Year 11

OVERVIEW

Specialist Mathematics Unit 1/2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Arithmetic and Number
In this area students will investigate number systems and recursion. They will define and describe the properties of natural, rational, real and complex numbers. Students will also investigate proofs of these number sets.

Geometry, Measurement and Trigonometry
In this area students will study geometry and vectors in the plane and proofing. Students will investigate geometric objects and relations, proofs and applications of Pythagoras' Theorem, circle theorems and properties of quadrilaterals. They will also apply trigonometry to 3D problems, use similarity and congruency to conduct proofs and solve problems and represent vectors in different forms and solve problems including their magnitude and direction.

Graphs of Linear and Non-Linear Relations
Students will study graphs of simple reciprocal functions, graphs in polar form and graphs of other relations in the plane. In kinematics students will analyse and model position-time data and velocity-time over an interval. Kinematics also includes numerical approximation.

Statistics
The study of statistics includes simulation of random experiments, events and generating random samples. Students will also investigate sampling distributions.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Specialist Mathematics include:

Analytics
Biomedical Science
Engineering
Computer Programming

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf

VCAL Intermediate Mathematics

Year 11

OVERVIEW

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work, recreation and at study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving numbers and data, financial literacy, time and location, measurement and design and the use of software tools and devices. The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

WHAT STUDENTS WILL LEARN

Students will complete a range of activities, assessments and investigations from the following areas:

Space, Shape and Design
Students will investigate scale drawings, including location, distance and direction. They will look at the planning of setting up a business.

Patterns and Number
Students will study the application of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems.

Data
Students will collect data and represent it in a variety of forms, as well as interpreting it and making comparisons.

Measurement
This area covers the application of the metric system and its use in practical situations. This includes the conversion of units and calculating perimeter, area, volume and capacity.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Mathematical Methods include:

Construction
Automotive
Beauty therapy
Electrical

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Health & Human Development Units 1/2

Year 11

OVERVIEW

Unit 1/2 VCE Health and Human Development provides students with a broad understanding of health and wellbeing. Students learn how important health and wellbeing is to themselves and to families, communities and the nation. Students explore the complex interplay of sociocultural factors that support and improve individual's health and wellbeing. The study provides opportunities for students to view health and wellbeing, and development, holistically and across the lifespan, from a range of different perspectives. Unit 1 and 2 VCE Health and Human Development is designed to foster health literacy and to develop their ability to navigate health information and the Australian Healthcare system. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

WHAT STUDENTS WILL LEARN

Unit 1

Students will look at health and wellbeing as a concept with varied perspectives and definitions. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Students will be encouraged to identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food and nutrition, and through an extended inquiry into one youth health focus area.

Unit 2

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

POSSIBLE FUTURE PATHWAYS

VCE Health and Human Development offers students a range of pathways including 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

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/HealthHur
2018.pdf

Physical Education Units 1/2

Year 11

OVERVIEW

Unit 1/2 Physical Education equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.
Students will use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
Students will also critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

WHAT STUDENTS WILL LEARN

The human body in motion
Students will study the musculoskeletal and the cardiorespiratory systems and explore the physiological adaptations of these systems through legal and illegal methods.

Physical activity, sport and society
Students will identify major enablers and barriers for involvement in physical activity at various lifespan stages. They will also implement a program to increase the physical activity levels of a target demographic to align them with the Australian Physical Activity Guidelines.

POSSIBLE FUTURE PATHWAYS

Students will leave the course with an understanding of how to maintain and promote a healthy lifestyle through regular involvement in physical activity and sport. This may also lead them to further study in vocational training in the field of exercise and fitness promotion.
Areas which students may be led to following the study of Physical Education include:
Exercise and Sport Science
Health Science
Education
Recreation, sport development and coaching
Health Promotion

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017

Cert III Sports and Recreation (EIS students Only)

Year 11

OVERVIEW

The Excellence in Sport Program allows students to combine their studies and intensive training in either basketball, netball or Australian Rules Football. Students integrate their training commitment into the normal school program, enabling them to excel in their studies and chosen sport. The Excellence in Sport Program is appropriate for students who wish to develop their skills to the best of their ability, or for athletes who are already training at an elite level.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN

As a part of the Excellence in Sport program at VCE, students will be allocated five periods per week. This will be broken up into three periods of sport-based training and conditioning, with the remaining two periods being used to complete the Certificate III in Sport and Recreation.
This certificate is delivered over two years offering students a vocational (VET) qualification. This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students will develop skills and knowledge required to support the operation of sporting facilitates and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.
This will contribute towards the VCE completion and ATAR if students choose it to.

POSSIBLE FUTURE PATHWAYS

Upon completion of the Certificate III in Sport and Recreation, pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Outdoor and Environmental Studies Units 1/2

Year 11

OVERVIEW

Units 1/2 examines some of the ways in which humans understand and relate to nature through outdoor experiences. The unit focuses on the characteristics of outdoor environments, and different ways of understanding them, as well as the impact of humans on outdoor environments.

Please note that there is a fee of $350 per unit of study for this course to cover the camps associated with the program. Total for the year will be $700.

WHAT STUDENTS WILL LEARN

Exploring Outdoor Experiences
Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Discovering Outdoor Environments
Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students engage in one or more related experiences in outdoor environments. Through these experiences students are able to apply the practical skills and theoretical knowledge about outdoor environments.

POSSIBLE FUTURE PATHWAYS

Outdoor and Environmental Studies offers students a range of pathways including 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.

Biology Units 1/2

Year 11

OVERVIEW

There are many challenges in keeping an organism alive and well. This course is designed to awaken the senses before attempting Unit 3 Biology. Students will dive into the inner workings of the cell and body systems, then establish an understanding of how the organism survives abiotic factors. Finally, students explore how the organism can survive and reproduce to pass on its genetic material and learn about some of the medical advances in stem cells and reproductive technologies. Students will also undertake an independent investigation and a research task to hone their skills of scientific methodology.

WHAT STUDENTS WILL LEARN

How do organisms function?
Students will explore the structure and functioning of cells and investigate key cellular processes and body systems that allow an organism to function.

How do living systems sustain life?
All organisms live in an environment that they are structurally, physiologically and behaviourally adapted for. Students will explore how the adaptations of an organism contribute to its survival in an ecosystem.

How does reproduction maintain the continuity of life?
All life is derived by the division of cells; students will look at this process and how genetic material via the process of asexual or sexual reproduction are passed on from one generation to the next.

How is inheritance explained?
Students will hone their genetic literacy and predict the likelihood of certain genes being carried on through multiple generations and focus on the ethical, social and moral issues that will arise through genetic screening.

Research Project
Students will undertake research into a question about reproductive assistive technologies.

Practical Investigation
Students design and conduct a practical investigation into the survival of an individual or a species.

POSSIBLE FUTURE PATHWAYS

The study of Biology is part of the possible pathways to further study in science. Biology-related careers are broad; areas which students may be led to following the study of Biology include, but are not limited to:

Medicine
Veterinary science
Nursing
Research
Immunology

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf

Chemistry Units 1/2

Year 11

OVERVIEW

Everything is made of matter (except energy!) and chemistry is the study of matter. So, if you want to know about everything, then chemistry is for you! In Year 11 Chemistry students will investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students will be introduced to quantitative concepts including the mole and use this to determine the relative masses of elements and the composition of substances. Water is studied in depth and students will have the opportunity to investigate solubility, concentration, pH and reactions involving water. The students will also undertake a research investigation and a practical investigation.

WHAT STUDENTS WILL LEARN

How can knowledge of the elements explain the properties of matter?
Students focus on the nature of chemical elements, their atomic structure, type of bonding and their place in the periodic table. The model of the atom and the mole concept will be explored.

How can the versatility of non-metals be explained?
Students will investigate the properties of carbon lattices and molecular substances regarding their structures and bonding, and the use of systematic nomenclature.

Research investigation
Here students have the opportunity to investigate a question related to the development, use and/or modification of a selected material or chemical.

How do substances interact with water?
Students will explore the properties of water and the reactions that take place with water, including acid-base and redox reactions.

How are substances in water measured and analysed?
Here the focus turns to analytical techniques, the students examine the chemical nature of substances that may be present in water supply and assess water quality.

Practical investigation
In this area of study, students design and conduct a practical investigation into an aspect of water quality.

POSSIBLE FUTURE PATHWAYS

The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

Analytical chemist
Biotechnologist
Chemical engineer
Pharmacologist

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf

Environmental Science Units 1/2

Year 11

OVERVIEW

Life is beautiful! From genes to proteins, reproduction to growth, evolution to diversity, Biology is the study of living organisms, including their structure, function, growth, origin and evolution. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. Life, from the cellular to organism level will be explored and studied. Students will undertake guided and self-directed scientific research to develop competency in using and applying key science skills.

WHAT STUDENTS WILL LEARN

How is life sustained on Earth?
Students will compare the processes for obtaining the key inputs required for life on Earth and explain how Earth's four systems interact to sustain life.

How is Earth a dynamic system?
Students explore the flow of matter and energy, nutrient exchange and environmental changes in ecosystems.

Practical investigation
The students refine their Key Science Skills by undertaking an independent practical investigation.

When does pollution become a hazard?
Students will compare a selected pollutant that results in bioaccumulation and explain how it can be measured and monitored.

What makes pollution management so complex?
Students will compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants.

Case study
Students will investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

POSSIBLE FUTURE PATHWAYS

The study of Environmental Science is part of the possible pathways to further study in science. Environmental careers are broad; areas which students may be led to following the study of Environmental Science include, but are not limited to:

Environmental consultant
Environmental education officer
Environmental engineer
Marine biologist
Sustainability consultant

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf

Physics Units 1/2

Year 11

OVERVIEW

Physics is the study of the laws of nature - how and why things behave as they do. Physics investigations range from the microscopic world of elementary particles to the cosmological scale of the universe, from the properties of materials to the behaviour of living organisms. Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It challenges our imaginations and leads to great discoveries that change our lives. Physics also undergirds many new technologies, cell phones, the Internet, and MRIs are only a few examples of the physics-based technological developments that have revolutionized our world. Students will have opportunities to explore questions related to the natural and constructed world and to engage in a range of inquiry tasks, applying physics principles and developing key science skills.

WHAT STUDENTS WILL LEARN

How can thermal effects be explained?
The students will investigate and apply the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

How do electric circuits work?
Students will investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems through modelling and apply mathematical models to analyse circuits.

What is matter and how is it formed?
Students explore the nature of matter and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus and how energy is derived from the nucleus.

How can motion be described and explained?
Students observe, investigate and analyse the motion of particles using concepts of energy and the effects of forces by applying mathematical models.

Options
Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Practical Investigation
The students undertake an independent practical investigation to refine their Key Science Skills.

POSSIBLE FUTURE PATHWAYS

The study of Physics is part of the possible pathways to further study in science. Physics-related careers are broad; areas which students may be led to following the study of Physics include, but are not limited to:

Accelerator Operator
Environmental Scientist
Research Analyst
Meteorologist

Studying Physics also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf

Psychology Units 1/2

Year 11

OVERVIEW

Human behaviour is fascinating! In order to understand it in year 11 psychology, first, we study the brain and development and then focus on group behaviour and how other people can influence our behaviour. Psychology is the study of the mind and behaviour, so year 11 psychology is a wonderful introduction to this field.

WHAT STUDENTS WILL LEARN

How does the brain function?
In this area of study, students examine how our understanding of brain structure and function has changed over time and analyse the roles of specific areas of the brain and how they interact.

What influences psychological development?
Students will investigate how biological, psychological and social factors influence different aspects of a person's psychological development and what may lead to the development of typical or atypical psychological development.

Student-directed research investigation
Students will undertake research into a question related to brain function or psychological development.

What influences a person's perception of the world?
Students will explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

How are people influenced to behave in particular ways?
Students will explore a person's social cognition and behaviour, and how these factors influence the way they view themselves and the way they relate to others.

Student-directed practical investigation
Students design and conduct a practical investigation into the external influences on behaviour.

POSSIBLE FUTURE PATHWAYS

Psychology-related careers are broad; areas which students may be led to following the study of Psychology include, but are not limited to:

Counselling
Clinical psychology
Neuropsychology
Developmental psychology
Educational psychology
Health Sciences
Sport sciences
Organisational psychology

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf

Product Design and Technology: Fashion Units 1/2

Year 11

OVERVIEW

This study enables students to use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments. They apply design practice by generating and communicating multiple creative ideas, concepts and product design options.

Students will gain an understanding of sustainability and the responsibility the designer has to address social, environmental, and economic considerations when designing and creating for the needs of the broader community.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Sustainable Product Redevelopment

Students work with existing products deemed technically, functionally, or stylistically obsolete. They focus on sustainability as they redevelop the product into a functional alternative product utilising as much material within the existing product as practical.

Collaborative Design

Students work together in small design teams to design/construct a product/s with purpose and function for a specific end-user. They will focus on the design/planning stage incorporating a design brief, evaluation criteria, production plan etc. prior to working together to construct the product. Students will work closely with their end-user to ensure the product meets expectations.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Product Design and Technology Units 3&4

Areas which students may be led to following the study of VCE Product Design and Technology - Fashion include:

Interior Design
Arts
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Product Design and Technology: Wood Units 1/2

Year 11

OVERVIEW

This study enables students to use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments. They apply design practice by generating and communicating multiple creative ideas, concepts and product design options.

Students will gain an understanding of sustainability and the responsibility the designer has to address social, environmental, and economic considerations when designing and creating for the needs of the broader community.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Sustainable Product Redevelopment

Students work with existing products deemed technically, functionally, or stylistically obsolete. They focus on sustainability as they redevelop the product into a functional alternative product utilising as much material within the existing product as practical.

Collaborative Design

Students work together in small design teams to design/construct a product/s with purpose and function for a specific end-user. They will focus on the design/planning stage incorporating a design brief, evaluation criteria, production plan etc. prior to working together to construct the product. Students will work closely with their end-user to ensure the product meets expectations.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Production Design and Technology Unit 3&4

Areas which students may be led to following the study of Product Design and Technology - Wood include:

Building and construction
Carpentry
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Food Studies Units 1/2

Year 11

OVERVIEW

Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students will also focus on commercial food production industries, and look at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Please note that this subject will attract a fee.

Students will also be expected to cook with and use food products that may contain allergens and animal products.

WHAT STUDENTS WILL LEARN

Food around the world
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Food in Australia
In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply.

Food industries
In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

Food in the home
In this area of study students further explore food production, focusing on domestic and small-scale food production.

POSSIBLE FUTURE PATHWAYS

Food Studies provides a rich curriculum with a focus on nutrition, food choice, agriculture, the food industry, packaging and health and wellbeing.

Areas which students may be led to following the study of Food Studies include:
VCE Food Studies Units 3&4

Areas which students may be led to following the study of Food Studies include:

Health Sciences
Nutrition
Food Sciences

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf

Information Technology (Computing) Units 1/2

Year 11

OVERVIEW

In Unit 1 Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2 students create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

WHAT STUDENTS WILL LEARN

Data visualisations
Students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings.

Programming
Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.

Innovative Solutions
Students work on an innovative solution in a collaborative environment. They may choose to study subject areas that include artificial intelligence, wearable technology, creating digital systems, games development and multimedia authoring.

Network Security
Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

Project Management
Students use software to record the identification and sequencing of tasks, time allocation, dependencies, milestones and critical path. They record and monitor progress of their solution through the problem-solving methodology.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Applied Computing: Informatics Units 3&4
VCE Applied Computing: Software Development Units 3&4

Areas which students may be led to following the study of VCE IT include:
Computer Technician and/or Programmer
Software/Game Developer

VCAA STUDY DESIGN

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

Systems Engineering: Units 1/2

Year 11

OVERVIEW

This study enables students to study fundamental mechanical and electrotechnical engineering principles, including the representation of mechanical and electrotechnical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. Students apply their knowledge and construct functional systems.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Mechanical systems

Students study fundamental mechanical engineering principles and the components required when producing an operational system. They learn how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They make a model or develop a prototype to test aspects of their design.They consider relevant factors that influence the creation and use of their system and document their findings and process.

Electrotechnological systems

Students focus on electrotechnological engineering principles and the components and materials that make operational electrotechnological systems. Using the systems engineering process, students research, design, plan and model an operational electrotechnological system. They use a range of materials, tools, equipment, machines and components and manage identified risks while producing their designed system. Using appropriate equipment, studentso test the system and diagnose its performance, making necessary modifications and adjustments.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
Systems Engineering Units 3&4

Areas which students may be led to following the study of Systems Engineering include:

Engineering
Design and Manfacturing
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/systemeng/SystemsEngineeringSD_201

Art Units 3/4

Year 12

OVERVIEW

Unit 3/4 Art is a continuation of skills built in Unit 1/2 Art. Students use the Art process to create finished artworks and develop unique and personal ways of expressing their opinions and interests through creating and responding to artworks. The course is underpinned by four Art frameworks that guide the discussion and creation of artworks.

The frameworks are as follows-
Structural Framework which covers all the structural elements of artworks.
Personal framework which looks at personal influences and approaches.
Cultural framework which covers social cultural and historical elements of artworks and Contemporary framework which addresses contemporary approaches to artworks and the role of art in that questions or raises issues within society

WHAT STUDENTS WILL LEARN

Interpreting art
Students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view.

Investigation and interpretation through art making
In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. This is documented in a folio which demonstrates their process and resolution of one finished piece.

Discussing art
Students discuss art ideas and issues and the varying interpretations about the role of art in society. They look at a range of artworks that have created debate in society and discuss theirs and others opinions on the issues raised.

Realisation and resolution
Students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art courses use an interview process for admittance into courses and require a folio.

Art develops creative thinking skills that are transferable into many different pathways for students including the following

Areas which students may be led to following the study of Art include:
Visual Arts Courses
Design
Fine Art courses
Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf

Drama Units 3/4

Year 12

OVERVIEW

In Unit 3/4 Drama, students will explore a range of performance styles and through the manipulation of conventions, dramatic elements and production areas, devise and present ensemble and solo performances to an audience.

Students will use performance and expressive skills to explore and develop role and character.

Students will also analyse and evaluate their own work as well as a professional performance from the prescribed VCAA playlist.

(Please note that there will be an added cost for the professional performance)

WHAT STUDENTS WILL LEARN

Devising and presenting ensemble performance
Students will work collaboratively to devise and present characters in an eclectic ensemble performance. During this process, students will document the use of play-making techniques and how these have been applied to explore performance styles, conventions, dramatic elements and production areas. Students will manipulate performance and expressive skills to present their ensemble to an audience and a panel of assessors for the purpose of moderation.

Analysing a devised ensemble performance
Students will describe, reflect upon, interpret, analyse and evaluate the construction and presentation of their ensemble performance.

Analysing and evaluating a professional drama performance
Students analyse and evaluate a professional drama performance selected from the prescribed VCAA VCE Drama Unit 3 Playlist.

Demonstrating techniques of solo performance
In response to stimulus material, students will devise and present a short solo performance that demonstrates the conventions of transformation of time, place and character and the application of symbol. Students will also complete an annotated report that describes the transformation techniques and how symbol has been applied in the short solo performance.

Devising a solo performance
Students will draw on their prior knowledge and use a range of play-making techniques to create a 7 minute solo performance in response to a prescribed structure, published annually by the VCAA.
The solo performance is an external examination which is assessed by VCAA appointed assessors.

Analysing and evaluating a devised solo performance
Students will analyse and evaluate the creative processes used in the creation, development and presentation of a devised solo performance.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 Drama may provide pathways to training and tertiary study in the film, television, theatre and radio industries.

Areas which students may be led to following the study of Drama include:
Teaching and/or Drama Therapy
Acting, Directing, Script Writing, Drama Criticism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/drama/DramaSD_2019.pdf

Media Units 3/4

Year 12

OVERVIEW

In Unit 3 students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

In unit 4 students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

WHAT STUDENTS WILL LEARN

Narrative and ideology
Students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

Media production development
Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Media production design
Students use industry specific design and planning, both in written and visual documentation, to complete a media production design.

Media production
Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design. They undertake personal reflection and seek feedback on their work, developing, refining and resolving their product as a result.

Agency and control in and of the media
Students discuss issues of agency and control in the relationship between the media and its audience.

POSSIBLE FUTURE PATHWAYS

Media develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Media include:
Visual Arts Courses
Media
Design
Fine Art courses
Media and Creative based careers - Advertising, Media production, Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

Music Performance Units 3/4

Year 12

OVERVIEW

Unit 3/4 Music focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination.

Students study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

Students will also develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

WHAT STUDENTS WILL LEARN

Performance
Students will prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
Students will develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through their rehearsal with other musicians.

Preparing for performance
Students will develop their capabilities to present musically engaging and technically competent group and solo performances. They will develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works.
Students will select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They will build their understanding of how to control and manipulate techniques and conventions, increasing their ability to communicate with an audience.

Music language
Students will develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as re-create short sections of music by singing, humming and/or playing. Students will also practise and refine their ability to notate music by hand. Students will also discuss the interpretation of expressive elements of music in pre-recorded works.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 Music may equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

Areas which students may be led to following the study of Music include:
Songwriting
Recording and producing
Event management
Performing
Teaching (private tuition and in schools)
Music therapy
Theatre
Film, television and radio

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf

Studio Arts Photography Units 3/4

Year 12

OVERVIEW

Unit 3/4 Studio Arts Photography is a continuation of skills built in Unit 1/2 Studio Arts. Students develop an exploration proposal that outlines their ideas, inspiration, aesthetics, materials and techniques that they would like to investigate in their studio process. From this, students develop and refine their ideas through trials and develop potential directions in Unit 3. Students then choose two potential directions to guide their creation of final artworks in Unit 4. Alongside their folio development, artists from varying historical and/or cultural contexts are studied. Galleries are also visited and art industry contexts are examined.

WHAT STUDENTS WILL LEARN

Interpreting art
Students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view.

Investigation and interpretation through art making
In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. This is documented in a folio which demonstrates their process and resolution of one finished piece.

Discussing art
Students discuss art ideas and issues and the varying interpretations about the role of art in society. They look at a range of artworks that have created debate in society and discuss theirs and others opinions on the issues raised.

Realisation and resolution
Students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art courses use an interview process for admittance into courses and require a folio.

Studio Art develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following

Areas which students may be led to following the study of Studio Art include:
Visual Arts Courses
Design
Fine Art courses
Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf

Theatre Studies Units 3/4

Year 12

OVERVIEW

Theatre Studies is a highly collaborative and engaging subject, which allows students to investigate theatre both in theory and practice, create theatre and analyse professional productions.

Students work collaboratively to bring a script to life for a public performance and later individually to create a monologue performance. Not every student has to be an actor as this subject also caters to those who would prefer to be behind the scenes as well. Students can focus on any two of the following: Acting, Directing, Set Design, Properties Design, Costume Design, Make-up Design, Sound Design and Lighting Design.

WHAT STUDENTS WILL LEARN

Staging Theatre
Students will interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Interpreting a script
Students will outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Analysing and evaluating theatre
Students will see performances from the prescribed VCAA Theatre Studies Unit 3/4 playlist and analyse and evaluate them.
(Please note that there will be an added cost for the professional performances)

Interpreting a monologue & Researching and presenting theatrical possibilities
Students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination. Students apply selected production roles and develop an interpretation of the monologue that is performed or presented to a panel of VCAA appointed assessors.

POSSIBLE FUTURE PATHWAYS

Theatre Studies links well to other VCE subjects such as English (studying a text, discussing themes and intended meaning), Drama (developing performance skills) and Art (developing artistic concepts and justifying them, analysing visual and artistic choices).

Theatre Studies develops skills that are highly regarded by employers including confidence, working collaboratively and problem-solving.

Areas which students may be led to following the study of Theatre Studies include:
Acting,
Directing
Designing (costume, makeup, set, props, lighting, sound).
Teaching
Journalism.

Visual Communication Design Units 3/4

Year 12

OVERVIEW

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

WHAT STUDENTS WILL LEARN

Analysis and practice in context
In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields.

Design industry practice
In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications.

Developing a brief and generating ideas
In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Development, refinement and evaluation
In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3.

Final presentations
This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4.

POSSIBLE FUTURE PATHWAYS

Many tertiary Visual Communication and Art courses use an interview process for admittance into courses and require a folio.

Visual Communication develops creative thinking skills that are transferable into many different pathways for students including the following:
Visual Arts and Fine Arts Courses
Visual Communication
Design/Digital Design
Media

Creative careers - Fashion, Artist, Designer, Florist, Architect, Computer Animation, Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesign

Studio Arts Ceramics Unit 3/4

Year 12

OVERVIEW

Unit 3/4 Studio Arts Ceramics is a continuation of skills built in Unit 1/2 Studio Arts Ceramics. Students develop an exploration proposal that outlines their ideas, inspiration, aesthetics, materials and techniques that they would like to investigate in their studio process. From this, students develop and refine their ideas through trials and develop potential directions in Unit 3. Students then choose two potential directions to guide their creation of final artworks in Unit 4. Alongside their folio development, artists from varying historical and/or cultural contexts are studied. Galleries are also visited and art industry contexts are examined.

WHAT STUDENTS WILL LEARN

Interpreting art
Students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view.

Investigation and interpretation through art making
In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. This is documented in a folio which demonstrates their process and resolution of one finished piece.

Discussing art
Students discuss art ideas and issues and the varying interpretations about the role of art in society. They look at a range of artworks that have created debate in society and discuss theirs and others opinions on the issues raised.

Realisation and resolution
Students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art courses use an interview process for admittance into courses and require a folio.

Studio Art Ceramics develops creative thinking skills that are transferable into many different pathways for students including the following

Areas which students may be led to following the study of Visual Communication include:
Visual Arts and Fine Arts Courses

Creative based careers - Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation. Illustration.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf

Dance Units 3/4

Year 12

OVERVIEW

Unit 3/4 Dance continues to involve students as performers, choreographers and audience. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

The study of VCE Dance also helps develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place.

There are no prerequisites, however the study of Units 1/2 Dance and a background in some form of dance and/or movement experience prior to the commencement is highly recommended.

WHAT STUDENTS WILL LEARN

Dance Perspectives

Students will explore danceworks from selected choreographers and analyse the dance design of each work whilst considering the influences on the choreographer's choices.

Choreography, performance and analysis of dance-making and dance work

Students will choreograph, rehearse and perform solo dance work and analyse the processes used to realise the solo dance work.

Dance technique, performance and analysis of a learnt dance work

Students will learn, rehearse and perform duo or group dance work created by another choreographer. Students will also analyse and document the processes involved in realising the learnt dance work – learning, rehearsing, preparing for performance and performing.

POSSIBLE FUTURE PATHWAYS

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works.

The study also prepares students to be discerning, reflective and critical viewers of dance and may provide pathways to training and tertiary study in dance performance and associated careers within the dance industry.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/theatre/TheatreStudiesSD_2019.pdf

English Language Units 3/4

Year 12

OVERVIEW

Unit 3/4 is the continuation of a student's study of the English Language following on from Unit 1/2. Students analyse how language varies in different contexts along a continuum of formal and informal registers. They extend on these skills by analysing both spoken and written texts from a variety of contexts.

Students focus on the role of language in developing and maintaining identity, particularly in a contemporary Australian context.

Students are required to use descriptive and metalinguistic tools to form interpretations on how language is used to create different identities with Australia. Emphasis is placed on interpreting and analysing lexical choice, situational and cultural contexts and linguistic patterning that occurs in texts to have a desired outcome.

Students must select at least one subject from the English Group (English, English Language, Literature). Three units from the English group, including a Unit 3–4 sequence must be satisfactorily completed.

WHAT STUDENTS WILL LEARN

Informal Language
Students will study linguistic features that make a written or spoken text informal in nature. They will demonstrate their ability to analyse these features through an analytical commentary.

Formal Language
Students will study linguistic features that make a written or spoken text more formal in nature. They will demonstrate their ability to analyse these features through analytical commentary and short answer questions.

Language Variation in Australian Society
Students will examine how different Australian accents and the use of Standard Australian English is used to cultivate individual and shared national identities. Students undertake a research report and short answer questions to demonstrate their understanding.

Individual and Group Identities
Students will write an essay and analytical commentary to examine how societal attitudes, personal associations, individual prejudices and language construct individual and group identities.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English Language forms the basis for students to be able to communicate with others effectively and to better understand the world around them. English Language specifically gives students a unique perspective on the role English plays within the modern world.

Areas which students may be led to following the study of English Language include:

Science
Arts
Psychology
Law
Linguistics
Education

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_20

English/EAL Units 3/4

Year 12

OVERVIEW

Unit 3/4 is the culmination of a student's study of English. Following on from Unit 1/2, students respond to texts in both a creative and analytical fashion. They extend on these skills by comparing two texts in a manner which unpacks their key ideas and their construction.

Students also analyse the use of language in its pursuit to persuade audiences, using these skills themselves when drafting and presenting a persuasive oral presentation.

Students are required to think critically and provide their own unique interpretations of what they read and view. Strong emphasis is placed upon class discussion and contributions from students.

WHAT STUDENTS WILL LEARN

Reading and Creating
Students will show their understanding of two novels in both a creative and analytical fashion. This is achieved through a creative response to a text and an analytical essay.

Reading and Comparing
Students will study two texts (one novel, one film) and compare their ideas and structure through a comparative essay.

Analysing and Presenting Argument
Students will write a thorough comparative analysis of language after reading multiple pieces of persuasive writing.

Students will present an argument through an oral presentation which shows their understanding of an issue and the formulation of their own contention.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English include:

Arts
Communications
Law
Writing
Publishing
Education
Advertising

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf

English Literature Units 3/4

Year 12

OVERVIEW

Following Unit 1/2 Literature, Unit 3/4 is the opportunity to delve into the lives and experiences of others understanding how our context colours how we experience ourselves and others. Students will explore the ways meaning can change as texts are adapted and transformed. They consider the way imaginative techniques are used to create and recreate literary works.

WHAT STUDENTS WILL LEARN

Form and Transformation
In this area of study, students focus on how the form of text contributes to the meaning of the text. They focus on the imaginative techniques used for creating and recreating a literary work through their own creative writing.

Interpreting Texts
Students focus on how different readings of texts may reflect the views and values of both writer and reader, through passage analysis. They closely analyse texts focusing on detailed scrutiny of the language, style, concerns and construction of texts.

POSSIBLE FUTURE PATHWAYS

The English group forms a basis for effective communication and understanding of the world and prepares students for further study and the workplace.

Many university courses have a minimum requirement in terms of English score.

Areas which students may be led to following the study of Literature include:

Arts
Communication
Journalism
Education
Publishing
Writing
Advertising
Law

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf

VCAL Senior Literacy

Year 12

OVERVIEW

The aim of this course is to offer students a practical and comprehensive approach to their learning, as they transition towards further study, training and the world of work.

At the completion of this unit, students will be able to openly listen to different ideas, confidently ask questions and develop informed opinions.

WHAT STUDENTS WILL LEARN

Students will be encouraged to develop their literacy skills. They will read and discuss an anthology of stories; developing their interest in the ideas of others, as well as their own sense of identity, self-worth and understanding of society.

Students are expected to independently produce eight assessment tasks, which show a range of skills, reflecting clear thinking in their written and oral presentations.

The completion of the exercises within the Literacy workbook will allow the class to discuss the range of literacy skills required in a changing workplace and world.

POSSIBLE FUTURE PATHWAYS

Students can undertake further study at Technical and Further Education facilities and apprenticeships.

Areas which students may be led to following the study of Literacy include:

Building and Construction
Community Services and Health
Manufacturing and Engineering
Sport and Recreation

Accounting Units 3/4

Year 12

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Unit 3/4 will build on the skills and concepts introduced to students in Unit 1/2, with a focus on financial accounting for a trading business, budgeting and decision-making.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge to practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

WHAT STUDENTS WILL LEARN

Recording and Analysing Financial Data
Students will record financial data using a double entry system, explain the role of the General Journal, General Ledger and inventory cards in the recording process, and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Preparing and Interpreting Accounting Reports
Students will record transactions and prepare, interpret and analyse accounting reports for a trading business.

Extension of Recording and Reporting
Students will record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Budgeting and Decision-making
Students will prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

Commerce
Management
Accounting
Forensics
Finance
Business ownership

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/accounting/AccountingSD_2019.pdf

Economics Units 3/4

Year 12

OVERVIEW

VCE Economics is designed to improve students' understanding of the world and what drives many key decisions. Economics in general is about how to allocate scarce resources to best satisfy living standards.

The course will involve the study of Micro and Macroeconomics and build on skills and knowledge developed in Unit 1/2. Microeconomics is the study of individuals and markets, whilst Macroeconomics is about the whole economy and how the Federal Government seeks to manage the economy to improve our living standards.

WHAT STUDENTS WILL LEARN

An Introduction to Microeconomics: the Market System, Resource Allocation and Government Intervention
Students will extend on Unit 1/2 by looking at how markets allocate scarce resources to satisfy consumer wants via the forces of demand and supply. They will consider why government intervention may be required to better allocate resources and investigate how and why this intervention often leads to unintended consequences that ultimately lower living standards.

Domestic Macroeconomics Goals
Students will investigate the key goals of the Federal Government and how we measure the economy's performance.

Australia and the World Economy
Students investigate the importance that international trade has on our quality of life. This will involve looking at the exchange rate, the Terms of Trade and our Balance of Payments and the impact of our savings investment shortfall on our foreign liabilities.

Aggregate Demand Policies and Domestic Economic Stability
Students investigate how the Federal Government uses Budgetary and Monetary Policy to manage Aggregate Demand and achieve its key goals. Students will evaluate if the government has achieved its goals and what has been influencing our performance, focusing on the last 2 years.

Aggregate Supply Policies
Students investigate how the Federal Government uses Budgetary and Monetary Policy to manage Aggregate Supply and achieve its key goals. Students will evaluate if the government has achieved its goals and what has been influencing our performance, focusing on the last 2 years.

POSSIBLE FUTURE PATHWAYS

The Reserve Bank of Australia provide information on their website about employment opportunities in the field of economics, which can be found across most sectors of industry and government.

Areas which students may be led to following the study of Economics include:

Commerce
Accounting
Finance
Business

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf

Business Management Units 3/4

Year 12

OVERVIEW

Unit 3/4 Business Management examines managing a business and transforming a business.

In Unit 3, students will explore the key processes and issues concerned with managing both staff and business operations efficiently and effectively and strategies to achieve the business objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies to compare theoretical perspectives with current practice.

In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

WHAT STUDENTS WILL LEARN

Business Foundations
Students will discuss key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Managing Employees
Students will analyse theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Operations Management
Students will analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Reviewing Performance - The Need for Change
Students will explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Implementing Change
Students will evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

POSSIBLE FUTURE PATHWAYS

Business Management aims to develop enterprising behaviours that can help establish a business, problem-solving and decision-making skills.

Areas which students may be led to following the study of Business Management include:

Commerce
Accounting and Finance
Supply chain management
Economics
Event management
Human resource management

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/businessmanagment/BusinessManagem
2017.pdf

Geography Units 3/4

Year 12

OVERVIEW

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Students develop a range of investigative skills, including conducting fieldwork, and utilise spatial and digital technologies.

In Unit 3, students investigate three major processes that are changing land cover in many regions across the world. These processes are: deforestation, desertification and melting glaciers.

In Unit 4, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

WHAT STUDENTS WILL LEARN

Land Use Change
Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change.

Land Cover Change
Students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets.

Population Dynamics
Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements.

Population Issues and Challenges
Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Geography include:

Science
Sustainability
Geomatics

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf

Global Politics Units 3/4

Year 12

OVERVIEW

Unit 3/4 Global Politics examines global actors and challenges faced in contemporary international relations.

In Unit 3, students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which an Asia-Pacific state uses power to achieve its objectives.

In Unit 4, students will investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

WHAT STUDENTS WILL LEARN

Global Actors
Students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and one Transnational Corporation (TNC).

Power in the Asia Pacific
Students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years.

Ethical Issues and Debates
Students examine debates about two global ethical issues. These debates are considered in the context of case studies that transcend specific states, regions and continents. Students consider the international law that relates to these issues and examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law.

Global Crisis
Students investigate the causes of two global crises and the effectiveness of the responses from relevant global actors and the main challenges to effective resolution.

POSSIBLE FUTURE PATHWAYS

VCE Global Politics enables students to acquire inquiry and critical thinking skills that will assist in the formation of arguments.

Areas which students may be led to following the study of Global Politics include:

Politics
International relations
Law
History
Journalism
Languages
Education
Research

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/politics/AustGlobalPoliticsSD_2018.pdf

History Revolutions Units 3/4

Year 12

OVERVIEW

In Unit 3/4 Revolutions students investigate the significant historical causes and consequences of political revolution. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people.

Students consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students also evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

WHAT STUDENTS WILL LEARN

Causes of Revolution
Students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Consequences of Revolution
Students will analyse the consequences of revolution and evaluate the extent of change brought to society.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge learnt in History Revolutions provide employability skills such as, initiative and enterprise, planning and organising, problem solving, self-management and communication skills.

Areas which students may be led to following the study of History Revolutions include:

History
Arts
Politics
Law
Sociology

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf

Legal Studies Units 3/4

Year 12

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Unit 3/4, students build on their knowledge of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

WHAT STUDENTS WILL LEARN

The Victorian Criminal Justice System
Students will explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

The Victorian Civil Justice System
Students will analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

The People and the Australian Constitution
Students will discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

The People, the Parliament and the Courts
Students will discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

Law
Law enforcement
Immigration
Education
Social work

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

Philosophy Units 3/4

Year 12

OVERVIEW

As a subject, Philosophy is primarily concerned with questions on ethics, knowledge and metaphysics. Philosophy encourages students to develop their skills in critical and rational thinking and in constructing and evaluating arguments.

In Unit 3/4, students closely study a range of extracts from philosophical texts. Through this, students develop the key skills: clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. The subject encourages students to think critically on their own thinking, as well as on the views of Philosophers.

WHAT STUDENTS WILL LEARN

Mind and Bodies
In the first Area of Study, students study the nature of the mind and body, examining concepts relating to these and analysing, comparing and evaluating viewpoints and arguments concerning the relationship between mind and body within the set texts, and discuss contemporary debates.

Personal Identity
Students question the possibility of whether the self or identity continues over time. Along with the Philosophers studied, students will learn thought experiments, moral questions and contemporary debates that can influence identity.

Conceptions of the Good Life
Students explore ancient and modern Philosophers' views on what makes life worth living. Students will learn key concepts, analysis skills and evaluation skills.

Living the Good Life in the 21st Century
In the final Area of Study, students develop and justify responses on how technology affects our quality of life in the 21st Century.

POSSIBLE FUTURE PATHWAYS

The skills learnt in VCE Philosophy are highly regarded for careers that involve conceptual analysis, strategic thinking, ethical awareness, insightful questioning and carefully reasoned arguments.

Areas which students may be led to following the study of Philosophy include:

Arts
Law

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/philosophy/PhilosophySD_2019.pdf

French Units 3/4

Year 12

OVERVIEW

In Unit 3/4 French students continue to develop their understanding of French language and culture through studying a range of topics related to their personal world, French-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and its role in the community.

Students will further extend their skills through a variety of speaking, listening, reading writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken French in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication
Students will participate in a 3-4 minutes role-play in French, focussing on negotiating a solution to a personal issue.
Students will participate in a 3-4 minute interview about a cultural product or practice, in which they provide information and respond to questions.
Interpretive Communication
Students will read, listen to and view texts in French, and respond to these texts in writing in French. Students will locate and use information from three different texts, connecting and comparing ideas and identifying different points of view in each of the texts.
Students will read, listen to and view texts in French. They will analyse and use information from these texts in an extended written response in French, in a different text type to the texts provided as stimulus material.
Presentational Communication
Students will present ideas and information in writing in French, for a particular audience and purpose. They will produce a personal, informative or imaginative piece of writing.
Students will present ideas information, concept and ideas about an issue, in a persuasive or evaluative piece of writing in French.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 French is ideal for students who have enjoyed Unit 1/2 French and are interested in further developing their communication skills in French, deepening their understanding of the French-speaking cultures and broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Unit 1/2 French and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies include:
International Law
Tourism
International Aid
Fashion
Translating
Education
Journalism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/french/FrenchSD_2019.pdf

Indonesian Units 3/4

Year 12

OVERVIEW

In Unit 3/4 Indonesian students continue to develop their understanding of Indonesian language and culture through studying a range of topics related to their personal world, Indonesian-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and its role in the community.

Students will further extend their skills through a variety of speaking, listening, reading writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken Indonesian in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication
Students will participate in a 3-4 minutes role-play in Indonesian, focussing on negotiating a solution to a personal issue.
Students will participate in a 3-4 minute interview about a cultural product or practice, in which they provide information and respond to questions.
Interpretive Communication
Students will read, listen to and view texts in Indonesian and respond to these texts in writing in Indonesian. Students will locate and use information from three different texts, connecting and comparing ideas and identifying different points of view in each of the texts.
Students will read, listen to and view texts in Indonesian. They will analyse and use information from these texts in an extended written response in Indonesian, in a different text type to the texts provided as stimulus material.
Presentational Communication
Students will present ideas and information in writing in Indonesian, for a particular audience and purpose. They will produce a personal, informative or imaginative piece of writing.
Students will present ideas information, concept and ideas about an issue, in a persuasive or evaluative piece of writing in Indonesian.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 Indonesian is ideal for students who have enjoyed Unit 1/2 Indonesian and are interested in further developing their communication skills in Indonesian, deepening their understanding of the Indonesian-speaking cultures and broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Unit 1/2 Indonesian and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies include:
Business
International Law
Tourism
International Aid
Translating
Education
Journalism

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/IndonesianSL_SD_2019.

Further Mathematics Units 3/4

Year 12

OVERVIEW

Unit 3/4 is the culmination of a student's study of Mathematics. This study assumes knowledge and skills from the Unit 1/2 General Mathematics course. The course is designed for students to gain and demonstrate knowledge and skills that relate to real world applications of mathematics.

WHAT STUDENTS WILL LEARN

Students will complete a range of Work Requirements and School Assessed Coursework in each of the four Modules. Core Modules studied include:

Data Analysis
Students will be asked to apply their skills and knowledge to different statistics and investigate and analyse them in relation to their context.

Recursion and Financial Modelling
Students will investigate different financial situations and will be required to use multiple methods to justify why different financial options are preferred.

The following two topics are modules chosen by the school:

Geometry and Measurement
Students will study how to calculate properties of shapes and apply various rules, such as trigonometry and bearings to scenarios. Students are also required to find distances around the world and conversions of time zones.

Matrices
Students use matrix skills and knowledge, such as transition and permutation matrices, to solve problems and predict future situations relating to real world scenarios.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score of a mathematics course.

Mathematics forms a basis for students to be able to calculate and solve problems in their daily lives and future careers.

Areas which students may be led to following the study of Further Mathematics include:

Arts
Business
Education
Nursing

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Mathematical Methods Units 3/4

Year 12

OVERVIEW

The study of Mathematical Methods Units 3/4 further encompasses the study of algebra, calculus, graph sketching and probability. Assumed knowledge from Units 1/2 Mathematical Methods will be drawn on, as applicable, in the development of related content from the areas of study. Analysis and application of skills, with and without the use of technology, becomes a greater focus in this course.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Functions and Graphs
Throughout this unit students will investigate algebraic functions, apply graph sketching techniques and transformations to model practical situations.

Algebra
This area reviews algebra of polynomials and builds on the knowledge and skills of inverse functions, properties and composition of functions and the solution of equations.

Calculus
Throughout the study of Calculus, students will use differentiation to sketch graphs, calculate rates of change, gradients and tangents to curves. Properties of antiderivatives and definite integrals will be investigated and skills applied to real life scenarios.

Probability and Statistics
This area covers discrete and continuous random variables, normal distribution, population and sample proportions, statistical inference and use of simulations and confidence intervals.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Mathematical Methods:

Accounting
Engineering
Biomedical Science
Commerce

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Specialist Mathematics Units 3/4

Year 12

OVERVIEW

Specialist Mathematics Units 3/4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1/2, Specialist Mathematics Units 1/2 topics 'Number systems and recursion' and 'Geometry in the plane and proof'. Designed to extend those students who are very proficient in Mathematics. Students must also concurrently be studying or have previously studied Mathematical Methods Units 3/4.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Functions and Graphs
Students will study behaviours of graphs, including rational functions, absolute and reciprocal functions. Students will also investigate compound and double angle formulas.

Algebra
In this area students will investigate rational functions of a real variable and complex numbers. They will define and describe the properties of rational and complex numbers. Students will also investigate proofs of these number types and those in polar form.

Calculus
During Calculus, students will investigate differential & integral calculus, differential equations and kinematics including rectilinear motion.

Vectors
Throughout the Vectors topic, students will calculate operations, magnitude, resolutions and proofs of vectors. Vector calculus involves position vectors and differentiation and anti-differentiation of a vector function with respect to time.

Mechanics
In this area students will study, inertial mass, momentum, equations of motion and the motion of a body (particle).

Probability and Statistics
During Probability and Statistics students will investigate linear combinations of random variables, sample means, confidence intervals for means and hypothesis testing for a population mean.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Specialist Mathematics include:

Analytics
Computer Programming
Geospatial Science
Pharmaceutical Science

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

VCAL Senior Numeracy

Year 12

OVERVIEW

The curriculum for Numeracy is designed to develop student knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community. It is also designed to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in an unfamiliar industry area.

WHAT STUDENTS WILL LEARN

Students will complete a range of activities, assessments and investigations from the following areas:

Numerical Skills and Processes
Fluently perform complex multi-step computations with and without software tools and devices.

Financial Literacy
Make decisions and perform monetary calculations involving money in unfamiliar contexts, manage personal and business finances, and understand risk in a range of situations.

Planning and Organising
Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data and resources, and solve complex problems in unfamiliar situations.

Measurement, Representation and Design
Measure, draw, represent and interpret complex two- and three-dimensional objects in diagrammatic form, apply transformations to designs, and demonstrate a fluent use of software tools and devices.
Students will also be involved in planning a Numeracy-based Project Plan in an Unfamiliar Industry Area, Apply Numerical Skills in an Industry Context, Use Appropriate Software Tools and Devices to Represent Data, Communicate the Results of the Project.

POSSIBLE FUTURE PATHWAYS

Senior VCAL Numeracy is designed to support each individual student's occupational pathway, links to further tertiary studies, apprenticeships, full time employment, connections with the wider community.

Health & Human Development Units 3/4

Year 12

OVERVIEW

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically across the globe, and through a lens of social equity and justice. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

WHAT STUDENTS WILL LEARN

Australia's health in a globalised world
Students look at health, wellbeing and illness as a global concept and the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement and use this knowledge as the background to an analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and research health improvements and evaluate successful programs.

Health and Human Development in a global context
Students examine health and wellbeing, and human development in a global context. They use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Area of Study 2 looks at global action to improve health and wellbeing and human development. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

POSSIBLE FUTURE PATHWAYS

Offers students a range of pathways including 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

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/HealthHur
2018.pdf

Outdoor and Environmental Studies Units 3/4 *(Year 11 Only)

Year 12

OVERVIEW

Unit 3/4 focuses on the ecological, historical and social contexts of relationships between humans and outdoor environments. Students also explore sustainable use and management of outdoor environments which helps students understand the future needs of the Australian population.

*Units 3/4 Outdoor Education can only be studied during a student's Year Eleven year.

Please note that there is a fee of $350 per unit of study for this course to cover the camps associated with the program. Total for the year will be $700.

WHAT STUDENTS WILL LEARN

Relationships with Outdoor Environments
Students consider a number of factors that influence relationships with outdoor environments by examining the dynamic nature of relationships between humans and their environment.

Sustainable Outdoor Relationships
Students analyse the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. Through these experiences students are able to apply the practical skills and theoretical knowledge about outdoor environments.

POSSIBLE FUTURE PATHWAYS

Outdoor and Environmental Studies offers students a range of pathways including 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

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf

Physical Education Units 3/4

Year 12

OVERVIEW

In 3/4 Physical Education students develop an understanding of the theoretical underpinnings of performance in physical activity with practical application.Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement. Students also investigate the relative contribution and interplay of the three energy systems to performance in physical activity. Students will analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance

WHAT STUDENTS WILL LEARN

Movement skills and energy for physical activity
Introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
Training to improve performance
Students analyse movement skills from a physiological, psychological and sociocultural perspective,
and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

POSSIBLE FUTURE PATHWAYS

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, sport development and coaching and health promotion and related careers.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017

Cert III Sports and Recreation (EIS students Only)

Year 12

OVERVIEW

The Excellence in Sport Program allows students to combine their studies and intensive training in either basketball, netball or Australian Rules Football. Students integrate their training commitment into the normal school program, enabling them to excel in their studies and chosen sport. The Excellence in Sport Program is appropriate for students who wish to develop their skills to the best of their ability, or for athletes who are already training at an elite level.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

Please note that only students who have completed the first year of the program can select the second year.

WHAT STUDENTS WILL LEARN

As a part of the Excellence in Sport program at VCE, students will be allocated five periods per week. This will be broken up into three periods of sport-based training and conditioning, with the remaining two periods being used to complete the Certificate III in Sport and Recreation.
This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students will develop skills and knowledge required to support the operation of sporting facilitates and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.
Upon completion og the second year of this course, students will obtain a Certificate III in Sport and Recreation
This will contribute towards the VCE completion and ATAR if students choose it to.

POSSIBLE FUTURE PATHWAYS

Upon completion of the Certificate III in Sport and Recreation, pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Biology Units 3/4

Year 12

OVERVIEW

Life is beautiful! From genes to proteins, reproduction to growth, evolution to diversity, Biology is the study of living organisms, including their structure, function, growth, origin and evolution. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. Life, from the cellular to organism level will be explored and studied. Students will undertake guided and self-directed scientific research to develop competency in using and applying key science skills.

WHAT STUDENTS WILL LEARN

How do cellular processes work?
The students will investigate concepts to explain the dynamic nature of the cell in terms of key cellular processes including protein synthesis, photosynthesis and cellular respiration.

How do cells communicate?
The stimulus-response model is used to explain how cells communicate with each other. The students will also learn about the immune system in detail.

How are species related?
Students focus on the continual change and challenge life on Earth has faced. Students investigate the relatedness between species and the impact of various change events on a population's gene pool. Fossil evidence and DNA evidence is used to map out the evolution of modern humans.

How do humans impact on biological processes?
DNA manipulation and the social and ethical implications of this are explored. The concept of rational drug design is introduced, as is the use of antiviral medications and antibiotics.

Practical Investigation
The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Biology is part of the possible pathways to further study in science. Biology-related careers are broad; areas which students may be led to following the study of Biology include, but are not limited to:

Medicine
Veterinary science
Nursing
Research
Immunology

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

Chemistry Units 3/4

Year 12

OVERVIEW

The global demand for energy and materials is increasing as the world population increases. The study of chemistry is an important step to increasing the efficiency of our energy options and the production of materials.

Carbon is the basis for all life on Earth, but it is also found in fuels, food and medicine. Students will study the ways in which organic (carbon-containing) structures are represented and named. They will also use their skills in analytical chemistry to determine the concentration of organic compounds in mixtures. The students will undertake a practical investigation related to energy or food.

WHAT STUDENTS WILL LEARN

What are the options for energy production?
Students will compare fuels quantitatively with reference to combustion products and energy outputs, construct and test galvanic cells, and evaluate energy resources.

How can the yield of a chemical product be optimised?
Students will apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised.

How can the diversity of carbon compounds be explained and categorised?
Students will compare the general structures and reactions of the major organic families of compounds and deduce structures of organic compounds using instrumental analysis data.

What is the chemistry of food?
Students will learn to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism and calculate the energy content of food using calorimetry.

Practical Investigation
Students have the opportunity to design and undertake a practical investigation related to energy and/or food.

POSSIBLE FUTURE PATHWAYS

The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

Analytical chemist
Biotechnologist
Chemical engineer
Pharmacologist

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf

Environmental Science Units 3/4

Year 12

OVERVIEW

The focus of environmental science at this level is environmental management through the examination and application of sustainability principles. Management of the biosphere is explored and scientific principles in evaluating biodiversity management are applied. Students then analyse the social and environmental impacts of energy production and use. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

WHAT STUDENTS WILL LEARN

Is maintaining biodiversity worth a sustained effort?
Students will learn about the importance of Earth's biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Is development sustainable?
Students will explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.

What is a sustainable mix of energy sources?
Students will compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.

Is climate predictable?
Students will explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.

Practical investigation
The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Environmental Science is part of the possible pathways to further study in science. Environmental careers are broad; areas which students may be led to following the study of Environmental Science include, but are not limited to:

Environmental consultant
Environmental education officer
Environmental engineer
Marine biologist
Sustainability consultant

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf

Physics Units 3/4

Year 12

OVERVIEW

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

WHAT STUDENTS WILL LEARN

How do things move without contact?
Students will examine the similarities and differences between three fields: gravitational, electric and magnetic and apply these concepts.

How are fields used to make electricity?
The production, distribution and use of electricity have had a major impact on modern life. Students will use empirical evidence and various models to explain how electricity is produced and delivered to homes.

How fast can things go?
Students will use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. They will study Einstein's theory of special relativity and see how it provides a better model for the motion of objects.

How can waves explain the behaviour of light?
Students will use evidence from experiments to explore wave concepts in a variety of applications. They will apply quantitative models to explore light.

How are light and matter similar?
Students will explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Practical Investigation
The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Physics is part of the possible pathways to further study in science. Physics-related careers are broad; areas which students may be led to following the study of Physics include, but are not limited to:

Accelerator Operator.
Environmental Scientist
Research Analyst
Astronomist
Meteorologist

Studying Physics also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf

Psychology Units 3/4

Year 12

OVERVIEW

Do you ever wonder why you think and feel the way you do? Do you want to discover what happens when you feel stressed, or maybe you want to be the person to cure degenerative disorders like Parkinson's and Alzheimer's? Are you interested in understanding the links between the criminal justice system and memory? What about learning more about the mysteries of sleep? Are interested in Mental Health? If you have answered yes to any or all of the questions above, then Psychology Units 3 and 4 is for you! Psychology is the study of the development of the mind and behaviour including biological structures and processes that underpin both. Students can develop an understanding of themselves and their relationships with others through the study of Psychology.

WHAT STUDENTS WILL LEARN

How does the nervous system enable psychological functioning?
The students will explore the remarkable role the Nervous System plays, in allowing us to respond to internal and external stimuli.

How do people learn and remember?
Students will investigate the neural basis and learning and memory. The factors that influence memory and the reliability of memory will be analysed.

How do levels of consciousness affect mental processes and behaviour?
Students will investigate the differences in levels of awareness of sensations, thoughts and surroundings and how they influence individuals' interactions with their environment and with other people.

What influences mental wellbeing?
Students will explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. They will learn to apply a biopsychosocial approach to analyse mental health and mental disorder.

Research Methods and Practical Investigation
The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

Psychology-related careers are broad; areas which students may be led to following the study of Psychology include, but are not limited to:

Counselling
Clinical psychology
Neuropsychology
Developmental psychology
Educational psychology
Health Sciences
Sport sciences
Organisational psychology

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf

Product Design and Technology: Fashion Units 3/4

Year 12

OVERVIEW

Unit 3-4 is the culmination of a students study of Product Design & Technology and presents the opportunity to apply design principles and skills to design for an end-user.

Students examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications. Application of risk assessment to apply appropriate, efficient, and safe methods of working with materials, tools, equipment and machines.

Students apply project management techniques of time and sequence, and choose appropriate processes. Analysis and evaluation of the appropriateness of production activities and product design.

They will gain an understanding of product design in industry including in depth case studies of Australian and international designers/manufacturers. Product comparison and evaluation is covered through practical analysis.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Applying the Product Design Process

Students focus on designing a product to meet the needs of an end-user. The relevance of the design process as applied to industry-based design is considered as students work on applying the process to their own designs. Students will work closely with their end-user in order to ensure all needs are met during the design stage.

Product Development & Evaluation

Students work on developing/manufacturing the products designed during Unit 3. They will apply appropriate skills in the safe use of relevant tools/machinery in order to construct a product that successfully meets the end-user's needs. Upon product completion they will evaluate the product using the pre-set evaluation criteria created during Unit 3.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of VCE Product Design and Technology - Fashion include:

Interior Design
Arts
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Product Design and Technology: Wood Units 3/4

Year 12

OVERVIEW

Unit 3-4 is the culmination of a students study of Product Design & Technology and presents the opportunity to apply design principles and skills to design for an end-user.

Students examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications. Application of risk assessment to apply appropriate, efficient, and safe methods of working with materials, tools, equipment and machines.

Students apply project management techniques of time and sequence, and choose appropriate processes. Analysis and evaluation of the appropriateness of production activities and product design.

They will gain an understanding of product design in industry including in depth case studies of Australian and international designers/manufacturers. Product comparison and evaluation is covered through practical analysis.

WHAT STUDENTS WILL LEARN

Applying the Product Design Process

Students focus on designing a product to meet the needs of an end-user. The relevance of the design process as applied to industry-based design is considered as students work on applying the process to their own designs. Students will work closely with their end-user in order to ensure all needs are met during the design stage.

Product Development & Evaluation

Students work on developing/manufacturing the products designed during Unit 3. They will apply appropriate skills in the safe use of relevant tools/machinery in order to construct a product that successfully meets the end-user's needs. Upon product completion they will evaluate the product using the pre-set evaluation criteria created during Unit 3.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Product Design and Technology - Wood include:

Fine Arts
Engineering
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Food Studies Units 3/4

Year 12

OVERVIEW

Students explore the science of food and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, as well as digestion. Students investigate functional properties of food and the changes that occur during food preparation and cooking.

Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. They will focus on influences on food choices and enquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

Students examine debates about global and Australian food systems and focus on issues about the environment, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students study individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions.

Please note this subject will attract a fee.

WHAT STUDENTS WILL LEARN

The Science of Food:

Students will learn about the processes of eating and digesting food and the absorption of macronutrients. They explore the causes and effects of food allergies, food intolerances and food contamination and analyse food selection models, such as The Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and apply principles of nutrition and food science in the creation of food products throughout the practical lessons.

Food choice, health and wellbeing:

Students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity. Students inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children.

Environment and Ethics:

Students will focus on Australian and global food systems, relating to: environmental issues, ethics, technologies, food access, food safety, and the use of agricultural resources.

Navigating Food Information:

Students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students assess the credibility and reliability of the evidenced-based recommendations of the Australian Dietary Guidelines and produce food products in line with the Australian Guide to Healthy Eating.

Students are assessed through a variety of practical and written tasks.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Food Studies include:

Health and Food Sciences
Nutrition

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf

Information Technology Units 3/4

Year 12

OVERVIEW

In Unit 3 Students continue 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.

In Unit 4 Students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information.

WHAT STUDENTS WILL LEARN

Data Analytics

Students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

School Assessed Task

Students propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

Cyber Security

Students investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Project Management

Students prepare a project plan, taking into account all stages of the problem-solving methodology.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of VCE Applied Computing include:

Computer Technician
Programmer
Software Developer
Game Developer

VCAA STUDY DESIGN

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

Software Development Units 3/4

Year 12

OVERVIEW

In Unit 3 Students apply the problem-solving methodology to develop working software modules using a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. Students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

WHAT STUDENTS WILL LEARN

Programming

Students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

School Assessed Task

Students construct the framework for the development of a software solution that meets a student-identified need or opportunity. Student will develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

Project Management

Students prepare a project plan that includes student-determined and teacher-provided milestones that take into account all stages of the problem-solving methodology.

Cyber Security

Students examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of VCE Applied Computing include:

Computer Technician
Programmer
Software Developer
Game Developer

VCAA STUDY DESIGN

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

Systems Engineering Units 3/4

Year 12

OVERVIEW

Unit 3-4 is the culmination of a students study of Systems Engineering and presents the opportunity to apply principles and skills to design and manufacture one substantial controlled integrated system.

There is a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. Students further develop their understanding and interpretation of symbolic representation of technological systems.

WHAT STUDENTS WILL LEARN

Integrated and controlled systems

Students learn about the integration, calibration and control of mechanical and electrotechnological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students use fundamental physics and applied mathematics to solve systems engineering problems. They apply theoretical concepts and principles and use the systems engineering process to manage the design and planning of an integrated and controlled system and to commence its production.

They gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society.

Systems control

Students continue the development of the integrated and controlled system they have researched, designed, and planned. They support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data. In their evaluation they refer to the systems engineering process and the factors that have influenced the creation and use of the system. They also consider improvements that could be made to both the system and the process.

Students focus on new or emerging systems engineering technologies and processes.They consider scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technology and develop an understanding of how it operates and is used.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Systems Engineering include:

Engineering
Design and Manfacturing
Apprenticeships

VCAA STUDY DESIGN

https://www.vcaa.vic.edu.au/Documents/vce/systemeng/SystemsEngineeringSD_201

VET

The following courses are the VET courses offered through the Yarra Valley VET Cluster and local Registered Training Organisations. This allows students to attend their VET subjects on a Wednesday to locations in the Yarra Valley and local area and also keeps course cost to a minimum.

PLEASE NOTE:

The following information is based on 2019 VET information. At this time we are unable to give an accurate materials cost for each of the VET courses.

We will require payment of the materials fee and administration fee ($100) from ALL VET students, as well as fully completed enrolment paperwork to be submitted to Lilydale High School by the 2nd December 2019 to confirm your child's place and commitment to their chosen VET course.

No guarantee can be given that every VET course will run or that every student will gain a place in their chosen VET course. VET courses will run based on student numbers across the cluster of participating schools.

Students who withdraw from a VET course will not receive a refund of their materials fee or administration fee after the 18th February 2019. Students who withdraw from a VET course will need to pick up a VCE subject. Note: That many VCE subjects may not have room to move into them at the start of the year.

Confirmation of VET courses will not be available until Term 4, 2019

CERTIFICATE III IN ACTING (Unit Code: VAC)

Overview

This course focuses on an overview of the film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate with theory lessons. The second year focuses on rehearsing and performing scripts, performance in front of camera, screen tests, rehearsing and filming scenes and styles, protocols and knowledge of the film and TV industry, camera techniques and filming styles. Students elect one extra unit of competency with each having a focus on a specific party of the industry; script writing, presenting to camera, teaching, hair & make-up and technical (camera operator, editor, lighting).

Materials cost

$720 – 1st Year

$980 – 2nd Year

Provider

Lilydale High School (Australian College of Dramatic Arts)

Location

Lilydale High School, Melba Avenue, Lilydale
Australian College of Dramatic Arts Boronia

Class Time

1st year - Wednesday 3 pm – 6 pm

2nd year - Wednesday 6 pm – 9 pm

Employment Opportunities

This course will provide pathways and options for further training and/or career opportunities in the arts: Acting—film, television, theatre technical—crew, lighting, sound, sets, stage manager, designer, makeup

Further Study Pathways

Successful completion will assist students to audition/apply for performing arts courses such as:

Diploma of Dramatic Art in Acting (NIDA)

Diploma of Design (NIDA)

Diploma of Technical Production (NIDA)

Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)

Bachelor of Creative Arts (Drama) or (Dance) – Deakin University

Graduate Diploma of Dramatic Art in Voice Studies (NIDA)

Graduate Diploma of Dramatic Art in Movement (NIDA)

Graduate Diploma in Production Management (NIDA)

Bachelor of Fine Arts (Production) University of Melbourne

Bachelor of Arts (Performing Arts) - Federation University

Complimentary VCE subjects

Drama, Theatre studies

Subject credits

This program can be included as 4 VCE units in a student's course and as block credit for ATAR.

CERTIFICATE II IN AGRICULTURE (Unit Code: VAR)
Course outline This training program aims to give students an overview of the Agriculture industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.
Materials cost This is a new course in 2020. Materials costs are yet to be set
Provider Melbourne Polytechnic
Location Classes will take place at two locations: Mt Lilydale Mercy College, Anderson Street, Lilydale and Mt Lilydale Mercy College Sheep Paddocks located at 81 Wellington Rd Wandin
Class Time Wednesday times to be confirmed
Employment Opportunities The Certificate II program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the Agricultural industry. Students also wishing to pursue a career in Horticulture, Winemaking and Viticulture would benefit from completing the certificate.
Further Study Pathways Certificate or Diploma Agriculture Certificate or Diploma in Horticulture
Complementary VCE Subjects Biology Outdoor Education
Subject credits Certificate II in Agriculture is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at unit 1-2 level. On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at unit 1-2 level and two are deemed to be Unit 3-4 level.

ALLIED HEALTH ASSISTANCE (Unit Code: VAH)

Partial completion of certificate only

Overview

The Certificate III in Allied Health Assistance is a general prevocational qualification aimed for inclusion as a school program (VCE) as an entry point into the industry. This course is designed to provide you with an understanding of the basic skills and knowledge to become an allied health assistant while studying at a secondary school level. It will also assist you with making an informed decision as to whether or not you would like to pursue a career within the allied health industry.

You will be required to complete a minimum of 40 hours placement (Structured Workplace Learning) per year of the program (total 80 hours). It is up to the student and school to ensure that this requirement is organised and met in consultation with Box Hill Institute Group.

Material Costs

1st Year $285.00
2nd Year $245.00

Provider

Box Hill Institute – Lilydale Campus

Location

Box Hill Institute Lilydale Lakeside Campus

Class Time

Wednesday 1.30 pm – 5.00 pm

Employment Opportunities

Once you have achieved the full Certificate III in Allied Health Assistance qualification, you may wish to apply for roles such as;
Therapy assistant
Allied health assistant
Podiatry assistant (may require further training)
Physiotherapy assistant (may require further training)
Speech pathology assistant (may require further training)
Occupational therapy assistant (may require further training)

Further Study Pathways

After completion of this program, you may wish to apply for entry into other health programs such as the Certificate IV in Allied Health Assistance or the Diploma of Nursing.

Complementary VCE subjects

Health and Human Development
Psychology

Subject Credits

Recognition of up to one unit at Units 1 and 2 level and a minimum of three units at Units 3 and 4 level.
ATAR Contribution. Students who receive a Units 3 and 4 sequence for the VCE VET Health program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

CERTIFICATE II IN ANIMAL STUDIES (Unit Code: VAS)

Course outline

This course aims to provide training and skill development in areas of the animal care and management industry. This includes animal husbandry techniques, animal health requirements, maintenance of enclosures, presenting information to the public, animal first aid and medical treatment, record keeping, breeding of animals, animal legislation, animal behaviour and animal anatomy. It provides a general overview, training and skills for entry into the animal care and management industry.

Materials cost

$642 – 1st Year

$838 – 2nd Year

Provider

Global Wildlife Solutions – National Training Masters (RTO)

Location

Lilydale High School, Melba Avenue Lilydale

Class Time

Wednesday 12:30 pm – 3:00 pm (1st year)

Wednesday 3.00 pm - 6.30 pm (2nd year)

Employment Opportunities

A student who successfully completes the program will have attained the necessary theoretical and practical skills required for entry level to welfare organisations, animal rescue centres, pet retail shops, pet boarding facilities and pet grooming services.

Further Study Pathways

After completing the Certificate II in Animal Studies, students may be eligible to continue on to study:

Certificate III in Companion Animal Services

Certificate III in Captive Animals

Certificate III in Equine

Certificate IV in Veterinary Nursing

Diploma of Animal Technology

Complementary VCE Subjects

Biology

Subject credits

Credit in the VCE: Students who complete ACM20117 *Certificate II in Animal Studies* will be eligible for up to four units credit towards their VCE. Students who successfully complete a Units 3 & 4 sequence will receive a 10% increment on their ATAR

CERTIFICATE II IN APPLIED FASHION DESIGN (Unit Code: VAP)
Course outline Are you interested in the fashion and design industry? In this course you will build a strong foundation of skills studying sewing, textiles, drawing and design of simple garments.
Materials cost $320 – 1st Year $320 – 2nd Year
Provider Box Hill Institute
Location Box Hill Institute – Elgar Road, Box Hill
Class Time Wednesday 1:00 pm – 6:00 pm (1st year) Wednesday 1.00 pm - 6.00 pm (2nd year)
Employment Opportunities Career paths in the textiles, clothing, and footwear sectors may include employment in the clothing manufacturing industry as garment sample hands, machinists, garment cutters and makers, finishing operators and quality assurance officers.
Further Study Pathways You may wish to apply for the Bachelor of Fashion or Bachelor of Fashion Merchandising at the conclusion of Year 12
Complementary VCE Subjects Art based subjects, Design Technology Textiles
Subject credits On successful completion of this program, you will be eligible for: recognition of four units at Units 1 and 2 level, and a Units 3 and 4 sequence. Students who receive a Units 3 and 4 sequence for VCE VET Applied Fashion Design and Technology will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). VET Applied Fashion Design and Technology program does not offer scored assessment

CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY (MECHANICAL) (Unit Code: VAT)
Course outline This program will give you the hands on skills and basic mechanical knowledge which will help you to find an automotive apprenticeship. It will make you job ready and will give you the opportunity to pursue a career in automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.
Materials cost $450 – 1st Year $450 – 2nd Year
Provider Healesville High School (Box Hill Institute (RTO))
Location Healesville High School, 10 Camerons Rd, Healesville
Class Time Wednesday 8.30 am – 3.15 pm for both 1st and 2nd year
Employment Opportunities A student who successfully completes the Certificate II in Automotive Technology Studies will find employment opportunities in apprenticeships in the fields of Auto Electrician, Mechanic, Spare Parts and Retail.
Further Study Pathways Certificate III Automotive – as part of an apprenticeship Certificate IV in Automotive Studies Diploma of Automotive Studies Advanced Diploma in Automotive Studies
Complementary VCE subjects Systems Engineering, Physics
Subject credits On completion of the Certificate II in Auto-motive Technology Studies, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit for their ATAR.

CERTIFICATE II IN BUILDING AND CONSTRUCTION (Carpentry) (Unit Code: VBC)

(Partial completion of Pre-apprenticeship – full completion with extra time at the end of the course)

Course outline

This course is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip students with the ability to work safely in the industry. On successful completion of this program students doing the partial completion course will have completed two thirds of the Certificate II in Building and Construction (Carpentry) Pre-apprenticeship. Students will have the opportunity to complete the full Certificate II after successfully completing the VET course.

Materials cost

$500 – 1st Year

$410 – 2nd Year

Provider

Box Hill Institute – Lilydale Campus

Location

Box Hill Institute – Lilydale Campus

Class Time

Wednesday 1.30 pm – 5.00 pm

Employment Opportunities

A student who successfully completes the course in Building and Construction will find employment opportunities in apprenticeship in the field of building and construction, for example: Building site administration, Foremanship, Building administration, Estimation, Building inspection, Electronic, Building services, Drafting (architectural), Union administration, Contract administration

Further Study Pathways

Building

Building Engineering

Building Surveying and Quantity

Surveying

Architecture

Interior Design

Civil/Electrical/Electronics

Mechanical Engineering

Complementary VCE Subjects

Product Design and Technology (Wood)

Mathematics

Subject credits

On completion of the course in Building and Construction, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit towards their ATAR.

CERT III COMMUNITY SERVICES (Unit Code: VCS)

Overview
This course will provide you with an opportunity to learn about the community services sector and explore specific contexts of work. The course will develop your skills in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Structured Workplace Learning
Students must undertake 120 hours of structured workplace learning in a registered community services setting. Students complete the hours across the program with 60 hours in the first year and60 hours in the second year. It is the students' responsibility and the school to ensure that this requirement is organised and met in consultation with Box Hill Institute.

Special Requirement
Throughout the course students will undertake a range of projects and engage with relevant community services workplaces. This may require some supervised volunteer work during the course.

Material Costs
1st Year $335.00
2nd Year $335.00

Provider
Box Hill Institute – Lilydale Campus

Location
Box Hill Lilydale Lakeside Campus, Lilydale

Class Time
Wednesday 1.00 pm – 4.30 pm

Employment Opportunities
After successful completion of this course you may apply for roles as a community services worker who provides a first point of contact and assists individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Further Study Pathways
After completion of this program, you may wish to apply for entry into the Certificate IV in Community Services.

Complementary VCE subjects
Health and Human Development
Psychology

Subject Credit
On successful completion of Units 1 & 2 of CHC22015 Certificate II in Community Services, you will be eligible for recognition of up to three VCE units at Units 1 & 2 level. On successful completion of Units 3 & 4, you will be eligible for a VCE Units 3 & 4 sequence.
A study score will be available for this program.
To be eligible for a study score, you must:
satisfactorily achieve all the units of competency designated as the scored units 3 & 4 sequence
be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide
undertake a written examination in the end-of-year examination period, based on the compulsory units of competency in the Units 3 & 4 sequence.

CERTIFICATE III IN DESIGN FUNDAMENTALS (Unit Code: VDF)

Course Summary
This entry level design course will help you build a strong foundation of graphic design skills. The training program covers the basics of design which can be applied to any design area including graphic design, fashion and interior design.

Materials cost
$475 – 1st Year
$170 – 2nd Year

Students will be required to purchase additional materials if they wish to retain their projects.

Provider
Box Hill Institute

Location
Box Hill Elgar Rd Campus

Class Time
Wednesday 1.30 pm – 4.30 pm

Employment Opportunities
This qualification provides a pathway into a career in design. This may be in a junior role working with a designer. Additionally, this is a foundation for further study in wide range of design areas including fashion and graphic design.

Further Study Pathways
After successful completion of this program you may wish to apply for entry into one of the following:
Certificate IV in Design
Diploma of Applied Fashion Design and Technology
Diploma of Interior Design and Decoration

Complementary VCE subjects
Visual Communications
Art

Subject Credits
On completion of the course students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit towards their ATAR.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE (Unit Code: VEC)

(Partial Completion – Students can receive the full qualification with extra time at the end of the course)

Course Summary

Do you enjoy being around children and want to begin your career in early childhood? This course covers the fundamentals of childhood development and caring for children. Through experienced trainers and extensive industry work placement you will gain comprehensive knowledge in social, emotional, physical and educational needs for infants and young children. You will learn how to implement play and leisure programs, manage and guide children's behaviour, maintain a safe, clean and appealing environment and assist to implement policies and procedures within education and care services.

This program requires the completion of 120 hours of work placement in the form of Structured Workplace Learning

Materials cost

$420 – 1st Year

$375 – 2nd Year

Provider

Box Hill Institute – Lilydale Campus

Location

Box Hill Lilydale Lakeside Campus

Class Time

Wednesday 1.30 pm – 4.30 pm

Employment Opportunities

You will need to achieve the full qualification to obtain employment opportunities as a Certificate III Level Educator in long day care, occasional care and family day care settings. Work settings may include preschools, out of hours school care, recreation and mobile care services. Please note to be employed in the early childhood industry you must be a minimum of 18 years of age.

Further Study Pathways

After completion of this program, you may wish to apply for entry into the Diploma of Early Childhood Education & Care.

Complementary VCE subjects

Physical Education

Health and Human Development

Biology

Subject Credits

ATAR Contribution: Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). On completion of this program, you will be eligible for up to two units at VCE Units 1 & 2 level and two VCE Unit 3 & 4 sequences.

CERTIFICATE II IN ELECTROTECHNOLOGY STUDIES (Unit Code: VES)

Overview
This course provides the opportunity for those wishing to gain employment in the electro-technology industry with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships offered within this industry. In particular, the course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools and an overview of the electro-technology industry and the range of occupations within it.

Students are recommended to complete 80 hours of Structured Workplace Learning within this course.

Materials cost
$565 – 1st Year
$495 – 2nd Year

Provider
Box Hill Institute

Location
Box Hill Institute – Lilydale Campus

Class Time
1st Year Wednesday 1.30 pm - 5.00 pm
2nd Year Wednesday 1.30pm – 5.00pm

Employment Opportunities
Possible employment opportunities that exist after the completion of the full certificate include:
Electrical Engineering
Electrician
Communications Technician
Transmission/Distribution Line Worker
Fire Servicing Technician
Security Technician
Instrument Technician
Refrigeration Mechanic

Further Study Pathways
Further training pathways from this qualification may include:
Certificate Ill in Electrotechnology Electrician - In an apprenticeship
Certificate Ill in Renewable Energy - ELV
Certificate III in Electronics and Communications
Certificate III in Computer Systems Equipment
Electrical Apprenticeship

Complementary VCE subjects
Physics
Systems Engineering
Maths Methods

Subject credits
Students who complete Certificate II in Electro-technology Studies will be eligible for up to three units of credit at Unit 1 and 2 and a Unit 3 and 4 sequence towards their VCE over the two years of study. VTAC may award VCE students who receive a Units 3 and 4 sequence through block credit recognition a fifth or sixth study increment (10% of the average of the primary four scaled studies) towards their ATAR.

CERTIFICATE II IN ENGINEERING (Unit Code: VEN)

Overview
The main aim of the Certificate II in Engineering is to provide young people with the opportunity to gain basic training in the four main areas of engineering—mechanical, production, fabrication, electrical, - as a means of enhancing their prospects for employment as jobs become available, and to enable them to make better informed choices relating to their future careers.

Materials cost
$450 – 1st Year
$450 – 2nd Year

Provider
1st year Mt Lilydale Mercy College
2nd year: Ranges TEC

Location
1st year Mt Lilydale Mercy College, Anderson Street, Lilydale
2nd year: Ranges TEC, 1/9 Hightech Pl, Lilydale

Class Time
1st year – Wednesday 1.00 pm – 5.00 pm
2nd year - Wednesday 1.00 pm – 5.30 pm

Employment Opportunities
Apprenticeships in the Metal Manufacturing Industries, Maintenance Engineer, Aircraft Mechanic, Drafting, Panel Beating, Welding, Vehicle Body maker.

Further Study Pathways
A student who successfully completes the Certificate II in Engineering will have attained the necessary theoretical and practical skills required for entry level to the industry.
Certificates in Engineering, Automotive Studies, Avionics.
Some Diplomas articulate into Degrees in Engineering—mechanical, building and Manufacturing.
There are a range of Engineering degrees available in the disciplines, e.g. civil, materials, electrical and chemical engineering.
Engineering Apprenticeship – Mechanical, Fabrication, Automotive or Electrical

Complementary VCE Subjects
Maths Methods
Physics

Subject Credits
Students who will be eligible for up to four units of credit at Unit 1 and 2 and a Unit 3 and 4 sequence towards their VCE over the two years of study. VTAC may award VCE students who receive a Units 3 and 4 sequence through block credit recognition a fifth or sixth study increment (10% of the average of the primary four scaled studies) towards their ATAR.

CERTIFICATE II IN EQUINE STUDIES (Unit Code: VEQ)
Course outline Equine Studies prepares students to work in equine related industries. The course covers: handling horses safely, providing daily care for horses, providing basic emergency life support, working effectively in the equine industry and for equine organisations. The second year covers: equine form and function, equine anatomy and physiology, monitoring horse health and welfare, determining the nutritional requirements for horses and responding to equine injury and disease
Materials cost $1240 – 1st Year $1150 – 2nd Year
Provider Box Hill Institute
Location Box Hill Institute, Elgar and Lilydale Campus, Box Hill (Part of this course is run at an off-site location)
Class Time Wednesday 1 pm – 5.30 pm
Employment Opportunities Farrier, Horse Trainer, Jockey, Racing Steward, Stable Hand, Veterinary Nurse
Further Study Pathways Bachelor of Equine Studies Diploma of Equine Stud Management Diploma of Sports Marketing Diploma of Race (Thoroughbred) Training Certificate IV in Horse Management Certificate IV in Veterinary Nursing Certificate III in Farrier Certificate III in Racing Steward
Complementary VCE Subjects Biology
Subject credits Students will be eligible for up to 4 units of credit, 2 units at the Units 1&2 level and two units at Units 3 & 4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence of Program 2: Certificate II in Equine Industry must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE II IN HORTICULTURE (Unit Code: VHC)

Course outline

The program is designed to provide students with an understanding of the practices that occur in horticultural operation and allow them to experience and develop horticultural skills in real workplace situations.

Materials cost

$450 – 1st Year
$450 – 2nd Year

Provider

1st and 2nd Year – Ranges TEC/Mt Evelyn Christian School

Location

1st and 2nd year – Ranges TEC 1/9 Hightech Pl, Lilydale

Class Time

1st year 11.30 am – 5.00 pm
2nd year 11.30 am – 5.00 pm

Employment Opportunities

This qualification is nationally recognised with competency standards to provide a solid foundation for employment or further studies in the horticultural industry. Many horticultural enterprises within our region are mixed activities operations, and the industry needs employees who are multi skilled across the main areas of horticultural work. Due to the programs multi sector approach it enables students to develop skills suitable to a range of enterprises. It will also enable students to experience different fields of horticulture, which will help them to decide on future study or career paths.

Further Study Pathways

Certificate III in Horticulture
Certificate III in Horticulture – Landscape
Certificate III in Irrigation
Certificate IV in Conservation and Land Management
Certificate IV in Horticulture
Diploma in Horticulture
Diploma in Conservation and Land Management
Advanced Diploma in Conservation and Land Management

Complementary VCE subjects

Biology, Visual Communications and Design, Mathematics

Subject credits

On completion of the certificate, students are eligible for four VCE VET units on their Statement of Results. Two VCE VET units are deemed to be at Units 1 & 2 level and two VCE VET units are deemed to be at Units 3 & 4 level. Students cannot be signed off as having achieved the units of competence comprising a VCE VET unit until workplace demonstration of competence has been observed and documented by the workplace supervisor and the assessor. Students will receive block credit towards their ATAR at the completion of the 2nd year course.

CERTIFICATE III IN HOSPITALITY (CATERING OPERATIONS) (Unit Code: 10VHO)

Course outline This training program aims to give students an overview of the hospitality industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.
Materials cost $325 – 1st Year $300 – 2nd Year
Provider Mount Lilydale Mercy College, Upper Yarra Secondary College (1st Year) William Angliss Institute (2nd Year)
Location 1st year - Mount Lilydale Mercy College, Anderson Street, Lilydale and Upper Yarra Secondary College, 81 Little Yarra Rd, Yarra Junction 2nd Year – William Angliss Institute Lilydale Campus
Class Time 1st year - Wednesday 1.00 — 5.00 pm 2nd year - Wednesday 1.00 — 5.00 pm
Employment Opportunities The Certificate II in Hospitality is a course that provides pathways to further education and entry level employment opportunities in the hospitality industry. The Certificate II program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the hospitality industry, e.g. chef, waiter etc. Students also wishing to pursue a career in hotel and resort management or tourism would benefit from completing the certificate.
Further Study Pathways Certificate or Diploma in Hospitality. Certificate of Diploma in Tourism. Some TAFE courses have articulation arrangements into hospitality & business degree courses. PATHWAYS to HIGHER EDUCATION - Depending on subjects selected—hospitality degree and any number of general degrees in business, humanities etc.
Complementary VCE Subjects Food Studies
Subject credits Certificate II in Hospitality is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at Unit 1-2 level. On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at Unit 1-2 level and two are deemed to be Unit 3-4 level. Students interested in the scored assessment should complete the VCAA exam at the conclusion of the second year.

CERTIFICATE III IN INFORMATION, DIGITAL & MEDIA TECHNOLOGY (VIRTUAL REALITY AND GAMING) (Unit Code: VIDM) **(Partial Completion – Students can receive the full qualification with extra time at the end of the course)**
Course outline This two-year course aims to provide students with practical skills in the use of IT applications, hardware, software and computer networks, one or more national training qualifications. Acquiring these skills will enhance students' employment opportunities and pathways to further education. As of 2018 all prospective IT Students will be contacted by Ringwood Training for a pre-training interview prior to confirmation of enrolment.
Materials cost $200 - 1st Year $200 – 2nd Year
Provider Ringwood Training
Location Ringwood Training, 3 Hill Street, Ringwood East
Class Time 1st year - Wednesday 1.00 — 4.30 pm 2nd year - Wednesday 1.00 — 4.30 pm
Employment Opportunities Possible employment as a Network Administrator or entry into further education including computer systems, games design, engineering and telecommunications.
Further Study Pathways Certificate IV in IT Networking Diploma in IT and/or the Cisco CCNA program or VMWare.
Complementary VCE Subjects Informatics Mathematics
Subject credits On successful completion of this program, you will be eligible for recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four).

CERTIFICATE III MAKE UP (Unit Code: VMS)

Course outline

This program is designed to give you the skills and knowledge required to be employed as a make–up artist to design and apply make–up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries. You will develop beauty techniques such as makeup application, cosmetic tanning, lash and brow services and eyelash extensions. You will also learn the communication and retail techniques necessary for a career in beauty, as well as how to monitor and manage a small business; all while putting your practical skills to work in a real simulated work environment. This course is a two year program.

Materials cost

Year 1 $1,465.00

Year 2 $595.00

Students will be required to wear a Black Box Hill Institute t–shirt to all classes

Provider

Box Hill Institute

Location

Box Hill Institute Lilydale Campus

Class Time

Wednesday 1.30 pm – 6.00 pm

Employment Opportunities

After successful completion, you may wish to work as a:

Make-up artist in a beauty salon

Work with fashion stylists,

Work in photography

Make–up studios

Retail cosmetic counters.

Further Study Pathways

Certificate IV in Beauty Therapy

Diploma of Beauty Therapy

Complementary VCE subjects Art Studio Art
Subject credits On successful completion of this program, you will be eligible for recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence. Certificate III in Make–Up from the VCE VET Hair and Beauty program will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four).

CERTIFICATE III MUSIC PERFORMANCE (Unit Code: VMU)

Course outline
The VCE VET Music program aims to provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries, enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

It is assumed that students enrolled in this course can read sheet music and play an instrument. This course primarily focuses on classical styles of music.

Materials cost
$150 – 1st Year
$150 – 2nd Year

Provider
Collarts/Billanook College
Mt Lilydale Mercy College

Location
Billanook College, 197-199 Cardigan Rd, Mooroolbark
Mt Lilydale Mercy College, Anderson Street, Lilydale

Class Time
Wednesday 1.00 pm – 5.15 pm

Employment Opportunities
Artist/venue manager
Instrumental music teacher
Live sound engineer
Musician
Performer
Recording engineer

Further Study Pathways
Certificate IV in Music Industry (Technical Production)

Complementary VCE Subjects
Music Performance

Subject credits
VCE: Students will be eligible for up to 4 units of credit, 2 units at the 1&2 level and 2 units at 3&4.
ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE II PLUMBING (Unit Code: VPL)
Course outline Seeking entry to the plumbing industry or want to prepare for a plumbing and gas fitting apprenticeship? This course is specifically designed to achieve those goals. It introduces students to the skills needed by plumbers who fabricate, install, test and maintain pipes and gas lines; sanitary fixtures and fittings; roofing and regulators; sanitary and drainage and mechanical services. Plumbers may also be required to install equipment such as boilers, pumps, heating and cooling systems, natural gas ovens, water tanks and solar heating systems.
Materials cost $435 – 1st Year $345 – 2nd Year
Provider Box Hill Institute – Lilydale Campus
Location Box Hill Institute – Lilydale Campus
Class Time Wednesday 1.30 pm – 4.30 pm
Employment Opportunities Apprentice plumber
Further Study Pathways Certificate III Plumbing as part of a Plumbing apprenticeship
Complementary VCE subjects Business Management English Further Mathematics
Subject credits VCE: Block credit recognition is available for this program.

CERTIFICATE II Salon Assistant (Unit Code: VSA)

This course runs for 1 year and only contributes to a students VCE as a Unit 1 and 2 subject

Course outline

Certificate II in Hairdressing covers the necessary skills and knowledge needed prior to undertaking a full qualification within the hairdressing industry. Hairdressing is a very diverse, creative and rewarding career, with many opportunities that may present to the individual, such as: Gaining employment within your chosen area, opening your own business, running your own home-based business, working with hair in the fashion or film industry or working in the education sector.

Materials cost

$380

Provider

ITS Academy

Location

ITS ACADEMY - 32 Station Street, Bayswater

Class Time

Wednesday 1.00 – 5.00 pm

Employment Opportunities

Retail Sales
Salon Assistant
Salon Manager

Further Study Pathways

Certificate III in Hairdressing as part of an apprenticeship
Certificate IV in Hairdressing
Advanced Diploma in Hairdressing
Apprenticeship in Hairdressing

Complementary VCE subjects

Art
Business Management
Studio Arts

Subject credits

This unit contributes credit to a student's VCE at Units 1 and 2 level only

CERTIFICATE III Screen and Media (Unit Code: VSM)

(Partial Completion of certificate only)

Course outline

Course outline - The competencies for completion of Certificate II and III in Information Technology are designed to equip students with the foundational skills and knowledge they need to function effectively in the IT environment in the workplace. This course is only a partial completion of Certificate III in Information Technology.

Materials cost

$150 – 1st Year

$150 – 2nd Year

Provider

Billanook College and Mt Lilydale Mercy College

Location

Billanook College

Mt Lilydale Mercy College

Class Time

Wednesday 1:30 am – 5:00 pm (1st year)

Wednesday 1.30 pm - 5.00 pm (2nd year)

Employment Opportunities

Interactive media assistant

Production assistant.

Graphic Designer

Animation

Website developer

Further Study Pathways

Diploma Multimedia

Diploma Media Studies

Diploma Visual Communication and Design

Diploma Animation

Diploma Web Design

Complementary VCE Subjects:

Media Informatics Visual Communications and Design
Subject credits On successful completion of this program, you will be eligible for recognition of up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence. Students who undertake additional training from Certificate III and achieve a further 3 and 4 sequence may eligible for an increment towards their ATAR (10% of the lowest study score of the primary four). Students may receive a contribution to their ATAR by completing scored assessment.

CERTIFICATE III Sport and Recreation (Unit Code: VSR)
Course outline This course is designed as an introduction to the areas of sport, recreation and fitness. You will learn how to plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs, maintain sport, fitness and recreation facilities, and provide customer service.
Materials cost $410 – 1st Year $410 – 2nd Year
Provider iVET (RTO)/Upper Yarra Secondary College
Location Upper Yarra Secondary College
Class Time Wednesday 1:30 am – 5:30 pm (1st year) Wednesday 1.30 pm - 5.30 pm (2nd year)
Employment Opportunities A student who successfully completes the program will have attained the necessary theoretical and practical skills required for entry level to welfare organisations, animal rescue centres, pet retail shops, pet boarding facilities and pet grooming services.
Further Study Pathways After completing the Certificate II in Sport and Recreation, students may be eligible to continue on to study: Diploma of Sport and Recreation Diploma of Sport and Recreation Management
Complementary VCE Subjects: Physical Education Outdoor Education
Subject credits Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Sport and Recreation, no contribution to the ATAR will be available.