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You are about to undertake your final years at Mary MacKillop College and as senior students you will play a very important role in the life of the College.

Year 10 can be viewed as the conclusion of compulsory education. You must therefore have a reason for wanting to undertake the VCE and you will need to keep this uppermost in your mind throughout the whole two-year program. Most VCE students regard the transition from Year 10 to Year 11 as a significant one – in fact, the most significant one of their education so far. Students need to be aware of the increased workload involved in the VCE and of the greater complexity in the content of all VCE subjects, and take appropriate action. It is important to realise that the amount of effort and commitment that was adequate in Year 10 may not be sufficient at this senior level.

One of the prerequisites for success at the VCE is a consistent and organised approach to study and classes on the part of the student. This cannot be achieved in a haphazard fashion.

VCE is a demanding program: students must be prepared to devote the required hours to the task and must be in a proper physical state to cope with the many and varied pressures. Attendance at school for the complete school day is of paramount importance – hence absence due to appointments (e.g. dental visits, driving tests), extended holidays or weekends can only reduce the effectiveness of the overall education program. Such absences from school must be avoided wherever possible.
The Victorian Certificate of Education

VCE Graduation Requirements

The Victorian Curriculum Assessment Authority administers the Victorian Certificate of Education. To graduate with the VCE, a student must satisfactorily complete 16 units of study which include:

- Three units of English or English (ESL); or English Language, and Literature with at least one at Unit 3 and 4 level.
- Three sequences of Units 3/4 studies other than English, including VCE VET Unit 3 and 4 sequences.

It is Mary MacKillop College policy that all Year 11 and 12 students take 5 studies in each of their final years of schooling. Should a student wish to be exempted from this requirement then they should write to the Deputy Principal – Learning and Teaching to ask permission to take a reduced number of studies. Each case will be investigated on its merit.

Satisfactory Completion of VCE Studies

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher’s judgment of the student’s performance on assessment tasks designated for the unit. The College has developed a number of policies to enable these judgments to be made as consistently and fairly as possible. A summary of these policies follows. Students and parents should become very familiar with them.

External Courses

Occasionally, a student wishes to study a VCE or VET subject not currently offered at the College. In these cases, the student may elect to study them via Distance Education or attend a course offsite.

If a student elects to study a course that is not offered by the College parents will need to pay the course cost. Enrolment for external courses will not be completed until payment is made in full to the College. For further information, please see the VCE Coordinator, Mr Maskell.
2017 VCE Changes

During 2016 the College has been listening to Parent, Student and Staff feedback regarding requests to increase time for VCE subjects and still allow opportunities for students to participate in extra-curricular and other events which contribute to their development as an individual.

Analysis of several years of past student data demonstrated students clearly identified in Year 10 subjects that they wanted to study all the way through Year 11 and 12. As a result it was proposed that students going into Year 11 select 5 VCE subjects instead of 6, and maintain all 5 through to Year 12. This idea was proposed to students in Year 10, 11 and 12 who overwhelmingly expressed this was an extremely positive step for the college.

This change from six to five VCE subjects will significantly increase the hours of instruction in each subject for our senior students, especially year 12. Per cycle it increases teaching time from 420 minutes to 500 minutes, over two years the total instruction time rises from 252 hours to 317 hours.

Students who indicate they wish to study a subject out of sequence will still be given the opportunity to do so. This will remain a sixth subject, and students will still study five sequences during Year 12.
Subject Selection

Students have a wide variety of subjects to select from, they should take time to read through the subject descriptors and select subjects that interest them, not what subjects they think will allow them to be ‘scaled up’ on their ATAR, should they wish to move on to University.

When completing selections, students should put their most important subject at the top of their preferences and further rank each subject in order. The combinations of subjects that run at the College are determined by student choice.

Students must select five subjects to study in Year 11 plus Religious Education. Students will keep all five of these subjects into Year 12.

Students must select a minimum of one subject from the following groups:

1. Religion

2. English and/or Literature

And then four remaining VCE subjects

The College works hard to ensure it can run as many different combinations of subjects as possible; sometimes subjects cannot run due to low numbers, when this occurs we will counsel the student from these subjects into another subject.

Please read through this booklet prior to the 2017 Year 11 Subject Information Evening, highlight subjects that interest you, write down questions to ask on the evening and talk to the teachers over the next two weeks and at Parents Evening.

Deadlines for subject selection are strict. In order for your subject choice to count you must submit preferences by Friday 16 September 2016 at 9am.
Subjects out of Sequence

Some more able students may find that it is advantageous to study a VCE Unit 3 and 4 sequence in Year 11. There are two main purposes for studying a subject out of sequence; the first is to achieve a sixth subject that would count towards an ATAR at the end of Year 12, and the other is to gain experience of a VCE subject and exam a year early.

This is only recommended for students who are achieving above average results. Admission will be based on high achieving grades and work habits that are already demonstrated in Year 10. It is highly recommended that students do not study a subject they would consider to be one of their core subjects out of sequence.

Places in subjects of sequence are not guaranteed to those who apply. A counselling session will take place with the student to see if it is a suitable pathway of study.

Students who are successful in their application to study a subject out of sequence will be required to ‘pick up’ a subject in Year 12 to complete six subjects counting towards their ATAR.

Applications for students wishing to study a subject out of sequence must be submitted to Mr Mansfield, Deputy Principal – Learning and Teaching by Thursday 15th September 2016. These forms are available from Mr Mansfield.
**VCE and VET Subjects**

For subjects offered externally, such as VET certificate subjects not run at Mary MacKillop CRC, please consult the VET Coordinator.

Proposed subjects offered to Year 11 2017.

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Religious Education

As a Catholic school we are committed to the holistic development of each person in our community. This includes providing as an integral part of college life, opportunities for faith formation. Our college embraces the charism of Mary MacKillop, a woman of great faith whose extraordinary compassion for others is reflected in the values and attitudes of our community. All senior students at the College are provided with opportunities to help foster their own faith and spiritual development. These include Year 10, 11 and 12 Retreats, daily prayer, Religious Education, whole-school celebrations of the Eucharist, and social justice activities. These opportunities are integral to the mission of the College, and accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Students have a choice of Religious Education subjects to study in Year 11 and 12. Students may select from:

- Religion and Society Unit 1
- Youth Ministry Unit 1
- Religion and Society Unit 3 and 4 (Out of sequence subject)

Those who select Religion and Society Unit 3 and 4 will have it count as one of their normal VCE subjects. Those students in Year 11 will receive an additional four periods of study and in Year 12 select another Unit 3 and 4 subject to complete six VCE subjects over two years.
General Information

To be awarded the Victorian Certificate of Education, students must satisfactorily complete a minimum of three units from the English group. To receive an ATAR, a student must sit all internal SAC tasks and the external VCAA examination and satisfactorily complete Unit 3 and 4 as a sequence in the one calendar year.

- Literature is offered as an alternative choice to English at Year 11, although both subjects may still be studied together by students.
- Students who are already high achievers in English may be well placed to consider Literature instead of or as well as English.
- Although not compulsory, students interested in studying Literature are strongly recommended to take Year 11 Literature in preparation for the demands of Year 12 Literature.
VCE Mathematics Study Sequences

Students undertaking Mathematics as part of their Senior School program, need to consider the most appropriate subject pathway, taking into consideration the requirements of any future courses, and their individual capability.

Specialist Maths & Maths Methods (CAS) are targeted towards Engineering, Medicine and Science degrees. Specialist Maths must be completed along with Maths Methods (CAS); it cannot be undertaken separately. You may undertake Specialist Maths & Maths Methods (CAS) Unit 3 & 4, having only completed Maths Methods (CAS) Unit 1 & 2, but it is not the preferred option. Further Maths is targeted towards Statistics, Economics and Business degrees.
Religion & Society

Unit 1

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

Youth Ministry

Students choosing Youth Ministry will complete work which satisfies the requirements for the VCE Religion and Society units listed above. The focus of these studies however, will be influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognized program, fully endorsed by the Bishop of the Sale diocese. Students electing this option will be actively involved in a variety of classroom, school, and diocesan retreats, outreach and awareness projects.
Religion and Society
Unit 3 and 4

Unit 3: The search for meaning

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

Unit 4: Religion, challenge and change

In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

Further information

Religion and Society Unit 3 and 4 is completed as an out of sequence subject. Students may select this subject as one of their five studies. Students who study this subject will not do Unit 1 Religion and Society or Youth Ministry and will be allocated an additional 4 periods of study.
Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users.

The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Career Opportunities

There are many career opportunities for students who have completed Accounting, including employment in: Accounting, Banking, Finance, Office Work, Industry, Retailing & Sales, Stockbroking, Small Business and Management.
Art

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students’ own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Career Opportunities

The Arts Industry is the largest employer after the public service in Australia. Career opportunities include such areas as the Fine Arts, Education, Media, Advertising, and Design throughout industry and business. In a world, which relies so heavily on Visual Technology, the ability to visualise concepts and to communicate effectively through visual media is essential. It is important for students to carefully explore the potential benefits this subject offers when considering career options for their future.
Biology

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Career Opportunities

Biology has become a diverse field with applications in a variety of areas. It has become increasingly relevant in society and to the lives of the general public; for example, in conservation, and in the implications of genetic and other types of research. Biological knowledge is also relevant to a number of professions ranging from the Biomedical and Biotechnological Sciences to Environmental Management, Conservation and Ecotourism.
Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

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

Career Opportunities

There are many career opportunities for students who have completed Business Management including employment in: Banking, Employment Manager, Financial Planner, Industrial Relations, Insurance Officer, Human Resource Manager, Marketing, Office Work, Public Relations, Real Estate, Retailing and Sales, Small Business owner, Stockbroking, Tax Agent, Travel and Tourism and Management.
Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Career Opportunities

Chemistry is known as the “Central Science” since an understanding of Chemistry is essential for most careers in Science. These include careers in the fields of Medicine and allied Health Sciences, Medical Research, Mining, Environmental Science, Pharmaceutical Research, Food Technology, Forensic Science and Engineering (Chemical, Structural).
Economics

Unit 1: The behaviour of consumers and businesses

In this unit, students will explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2: Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Career Opportunities

Economics can lead to careers to areas such as Finance, Banking, Business Analysis, Law, journalism, public policy, Accountancy; as well as employment as an Economist, Stockbroker, Statistician, Investment Analyst, and Management consultant.
English

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Career Opportunities

Advanced written and oral communication skills are essential to all careers and courses. The Year 12 English result is counted in the top four subjects when determining ATAR. Therefore, students are encouraged to pursue their English studies with enthusiasm and determination. Specifically, strong skills in English are essential in careers such as journalism, public relations, management and teaching.
Food Studies

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. 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. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students 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.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Areas of study focus on commercial food production industries, and 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. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Career Opportunities

This new course is more relevant for students wishing to pursue careers in the catering and hospitality industries. Its greater emphasis on work-related skills and food preparation on an industrial scale, better prepares students to work in this industry.
Geography

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit 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.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake and report on fieldwork in this unit.

Career Opportunities

Skills and content gained in the study of Geography will help students in the following areas: surveying and drafting, Geographic Information Systems, teaching, meteorology, National Parks, forestry, geology, government departments, agriculture, architecture and landscape architecture, town planning, tourism and recreation, cartography, civil aviation, commerce and management, consultancy, and extension education.
Health & Human Development

Unit 1: The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development with a focus on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition.

Students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood.

Students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Career Opportunities

This course is recommended for students interested in the areas of child care, nursing, primary teaching, secondary teaching, health, Nursing, pre-school teaching and physical education.
History: 20th Century

Unit 1: Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth century history 1945–2000

In Unit 2 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. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Career Opportunities

A broad knowledge in History would be advantageous for those considering a career as a Writer, Journalist, Cultural Heritage Officer, Tourism, Historian, History Teacher, Librarian, Lawyer, Parliamentarian and Manager, Researcher.
Legal Studies

Unit 1: Criminal law in action

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Unit 2: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

Career Opportunities

Legal Studies may lead to a career in many general areas as well as more specific positions including: Barrister, By-laws Officer, Court Reporter, Court Officer, Law Clerk, Police Officer, Prison Officer, Solicitor, Public Relations, Small Business Owner.
Unit 1: Approaches to literature

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

Unit 2: Context and connections

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

Career Opportunities

The study of Literature develops a person’s capacity to interpret texts and produce high quality writing. It is therefore beneficial in many fields and particularly relevant in journalism, law, teaching, the media or theatre.
General Mathematics
Units 1 & 2

General Mathematics courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 and 2 and in some cases Specialist Mathematics Units 1 and 2 as well.

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

Career Opportunities

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. Career opportunities include access to a variety of undergraduate courses. All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.
Mathematical Methods

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Unit 2

This area of study focuses on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Career Opportunities

Careers this study can lead to include Doctor, Scientist, Engineer, Accountant, Project Management, Linesman, Architecture, Accountancy and many other careers.
Physical Education

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

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

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

Career Opportunities

This study design is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.
Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment.

Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. 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.

Career Opportunities

Physics at school is an essential foundation for most tertiary courses in science, engineering, medicine or technology. This has recently been extended to include TAFE courses in the automotive, electrical and electronic field.
Product Design and Technology

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Career Opportunities

Career opportunities involve working as a designer, production manager, concept artist, product engineer, project manager, construction manager, builder and other relevant trades.
Psychology

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Career Opportunities

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology.
Theatre Studies

Unit 1: Pre-modern theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 2: Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Career Opportunities

Some career opportunities from studying Theatre Studies are Actor/Actress, Stage manager, Arts administrator, Drama teacher, Drama therapist, Television production assistant, Radio presenter, Social worker, Journalist, Marketing manager, Personnel manager.
Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Career Opportunities

VCE VET Applied Fashion Design and Technology Year 2

The VCE VET Applied Fashion Design and Technology program enables students to receive the Certificate II in Applied Fashion Design and Technology and a statement of attainment for selected units of competency from the Certificate III in Applied Fashion Design and Technology. These nationally recognised qualifications are drawn from the LMT07 Textiles, Clothing and Footwear Training Package and are issued by a Registered Training Organisation (RTO).

VCE VET Applied Fashion Design and Technology will provide students with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

Please note you must have studied Applied Fashion Design and Technology in Year 10 to continue with this subject.

This subject will contribute towards a student's final ATAR.

Career Opportunities

VCE VET Building and Construction Year 2

This course is designed to provide entry-level training for students who wish to pursue employment and career opportunities within the building and construction industry. Students learn the skills and knowledge in building, including working safely within the construction industry, preparing work in the construction industry and using power tools. This program is delivered onsite, where an emphasis is placed on providing hands-on, practical training wherever possible.

The VCE VET Building and Construction program aims to:
• provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries
• enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Please note you must have studied Building and Construction in Year 10 to continue with this subject.

This subject will contribute towards a student’s final ATAR.

Career Opportunities

VCE VET Dance

Certificate II in Dance will provide you with the technical and performance skills to begin the process of establishing a career in the entertainment industry. You will learn the necessary knowledge and skills to be able to participate in a variety of dance routines. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to an area of work. Units 3 and 4 offers scored assessment and incorporates units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.

This subject will contribute towards a student’s final ATAR.

Career Opportunities

Completion of VCE VET Dance will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance or entertainment industry. With additional training and experience, future employment opportunities may include dancer, performer, choreographer.
Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Please note this is a new course with no prerequisites.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as Composer, Film Music Editor, Recording Engineer, Instrumental Teaching, professional Musician, Music Therapist or Music Classroom Teacher.
List of subjects I would like to consider studying and need to visit on the Information Evening
Further information I need to find out during on the Information Evening