

Mary MacKillop
Catholic Regional College

YEAR 11 2025

VCE and

VCE-VM

Subject Guide

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Senior School at Mary MacKillop

You are about to undertake your final years at Mary MacKillop Catholic Regional College and as senior students you will play a very important role in the life of the College. You will be in a position to provide leadership to the more junior students both on and off campus. They will look to you for example, encouragement and advice. Hence your approach to life as a senior student must be positive, well considered and in keeping with your career and further education aspirations.

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 senior 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 in 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 and VCE Vocational Major 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

In 2023 Victoria moved to a new single senior secondary certificate that brings together the best of VCE and VCAL. The VCE Vocational Major replaces the existing VCAL program. There are many diverse study options available, that will meet the many talents and skills of Year 11 and 12 students.

Whether students want to go to university, TAFE, a traineeship or head straight into the workforce, there is a senior secondary pathway that can help get you there.

VCE Graduation Requirements

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

- The minimum English requirement will be three units from the English group, including a Unit 3–4 sequence.
- Three sequences of Units 3/4 studies other than English, including VCE VET Unit 3 and 4 sequences.

It is Mary MacKillop Catholic Regional College's 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 Strategic Development & Organisation 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. Students and parents should become very familiar with them.

External Courses

Occasionally, a student wishes to study a VCE subject not currently offered at the College. In these cases, the student may elect to study them via distance education through Virtual Schools Victoria or the Victorian School of Languages.

If a student elects to study a course that is not offered by the College parents will need to pay the course cost. For further information, please see the Curriculum and Assessment Leader at the College.

Assessment – VCE Units 1 and 2

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.

What is a Learning Outcome?

For every subject there is a series of learning outcomes. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things you will be tested on, and they form the basis of your assessment; you must satisfactorily complete them.

School Assessed Coursework

As school-assessed coursework forms part of the on-going learning, feedback will be provided to students on the work being assessed. Students are advised to retain all coursework until end of the school year in case the Victorian Curriculum & Assessment Authority wishes to examine the material.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no breach of rules

Assessment – VCE Units 3 and 4

Each VCE unit of study has specified learning outcomes. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. The final score in a VCE Unit 3 and 4 subject is derived from a range of internal and external assessments (Examinations).

There are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. All students will be required to sit the GAT.

If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

Submission of work

Deadlines and late submission of work

A VCE Student has the sole responsibility of ensuring all assessment pieces are given to their class teacher on time. A VCE Student must be able to organise and manage their time effectively.

If a student is absent on the due date, they must make every effort to ensure the work is delivered to the teacher on the day they return to the College. Otherwise, the work must be submitted to subject teacher accompanied by a note from the parents explaining the absence and appropriate documentation.

Attendance

The School and VCAA requires regular attendance. Therefore: Students must be in school throughout the hours of a normal school day.

Students are to attend all timetabled periods.

Students are to be punctual to school and to class.

Appointments are expected to take place out of school hours. If this is not possible, advance notice is required. Appointments for driving lessons and tests and other such activities are not permitted during school hours.



The Victorian Certificate of Education – Vocational Major (VM)

The VCE Vocational Major program is a new vocational and applied learning program within the VCE. It is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

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

How is the VCE VM structured?

The VCE VM has specific subjects designed to prepare you for a vocational pathway. Subjects include VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, VCE VM Personal Development Skills, and 180 nominal hours of a VET Certificate at level II or above.

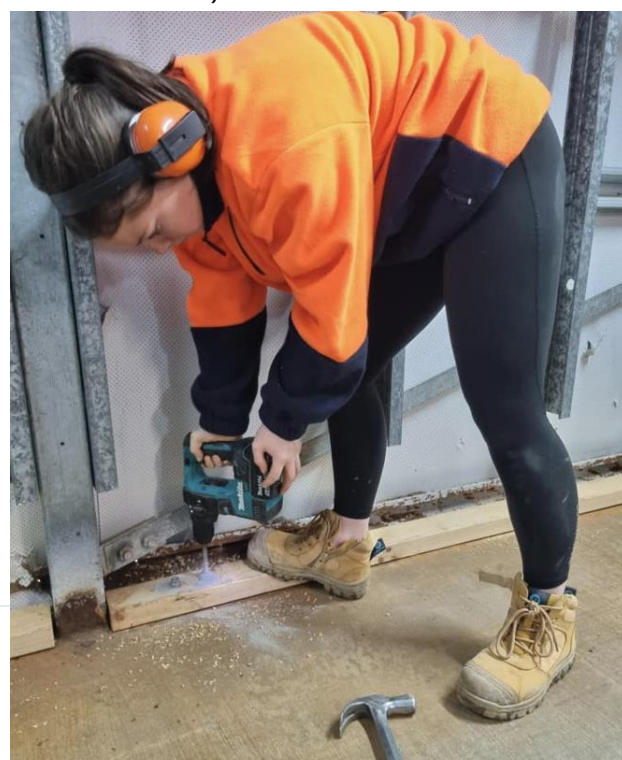
Each unit (like a VCE subject) has 4 units and each unit has a set of outcomes which are assessed through a range of learning activities and assessment tasks. You will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in teams.

What do I have to do to get my VCE VM?

To get your VCE Vocational Major, you must successfully finish at least 16 units, including:

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

You must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level. You can do other VCE studies or VET.



Student Vocational Major Programs

VM Work Related Skills (WRS)

Unit 1: Careers and learning for the future

This unit recognises the importance of effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends. Students will reflect on this research in the context of their individual skills, capabilities and education, and/or employment goals.

Unit 2: Workplace skills and capabilities

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

VM Personal Development Skills (PDS)

Unit 1: Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication.

VM Literacy

Unit 1:

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, and examine how they are influenced by purpose, context, audience and culture. Students will develop their capacity to critically assess digital texts, including webpages, podcasts and social media. Students will discuss the reliability and effectiveness of websites.

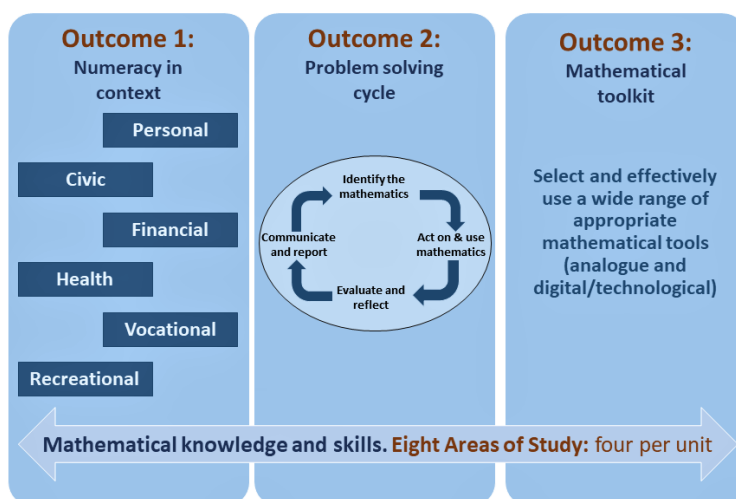
Unit 2:

Students will develop and expand upon their learning from Unit 1 and consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues. Students will engage with a range of content from print, visual, aural and multimodal sources and practice note-taking and responding to short-answer questions.

VM Numeracy

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. **Eight areas of study** (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
2. **Outcome 1** is framed around working mathematically across six different **numeracy contexts**:
 - a) Personal numeracy
 - b) Civic numeracy
 - c) Financial numeracy
 - d) Health numeracy
 - e) Vocational numeracy
 - f) Recreational numeracy.
3. **Outcome 2** elaborates and describes a four-stage **problem-solving cycle** that underpins the capabilities required to solve a mathematical problem embedded in the real world.
4. **Outcome 3 requires students to develop and use a technical mathematical toolkit** as they undertake their numeracy activities and tasks.





VET (Vocational Education and Training)

What is VET?

VET stands for Vocational Education and Training. Vocational Education and Training (VET) enables a secondary student to combine education with training to provide occupational or work-related knowledge and skills. It prepares students to the standard expected from employers and industry.

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate.

Any student completing studies at the Senior School level can complete a VET course. Students who complete a VET course will receive credit equivalent to VCE units toward either their VCE or VCE-VM qualifications. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

VET at MMCRC

The Vocational Education and Training certificates that are currently offered at Mary MacKillop include

- **Certificate II Building and Construction (22338VIC) provided through Access Skills Training (RTO 4603)**
- **Certificate II Apparel, Fashion & Textiles (MST20722) provided through Ripponlea Institute (RTO 21230)**
- **Certificate III Information Technology (ICT30120) provided through Access Skills Training (RTO 4603)**
- **Certificate III in Sport, Aquatics & Recreation (SIS30122) provided through IVET (RTO 40548)**
- **Certificate III Music Performance (CUA30920) provided through COSAMP (RTO 41549)**

VET at SGTSA

The South Gippsland Trade Skills Alliance is a partnership of schools and Registered Training Organisations which offer students access to VET programs. The Vocational Education and Training certificates that are currently offered at South Gippsland Trade Skills Alliance (SGTSA) include

- **Certificate II in Electrotechnology - Career Start (UEE22020) – AGA (RTO 3289)**
- **Certificate II in Plumbing - Pre-apprenticeship (22569VIC) – AGA (RTO 3289)**
- **Certificate II in Automotive Vocational Preparation (22614VIC) – TAFE Gippsland (RTO 0417)**
- **Certificate II in Agriculture (AHC20122) – TAFE Gippsland (RTO 0417)**

Other VET Programs in South Gippsland/Bass Coast

There are currently several 'Off-Site' VET programs run through TAFE Gippsland. These are at times subject to numbers and are delivered at different locations in the region.

Course	RTO – Provider
Certificate II in Animal Care (ACM20121)	TAFE Gippsland (RTO 0417)
Certificate III in Business (BSB30120) ONLINE ONLY	TAFE Gippsland (RTO 0417)
Certificate II in Community Services (CHC22015)	TAFE Gippsland (RTO 0417)
Certificate II in Cookery (SIT20421)	TAFE Gippsland (RTO 0417)
Certificate II in Engineering Studies (22632VIC)	TAFE Gippsland (RTO 0417)
Certificate III in Health Services Assistance (HLT33115)	TAFE Gippsland (RTO 0417)
Certificate II in Hospitality (SIT20322)	TAFE Gippsland (RTO 0417)
Hair and Beauty Skills Set (SHB30121)	TAFE Gippsland (RTO 0417)
** Partial Completion – not the full certificate	

Parents are expected to pay \$500 toward the cost of these TAFE/VET fees; the school covers the remainder of the cost (it costs approximately \$2500 for a VET course). If students are removed from the course or do not complete the course for any reason parents are liable for the full cost of the course.

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 the 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 or English 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 online subject selection process. Highlight any subjects that interest you, write down questions to ask for more information from your subject teachers. You may also wish to email Deputy Principal Strategic Development & Organisation or Careers staff at the College to discuss any questions further.



Acceleration Program

YEAR 9 2024 STUDENTS ***Acceleration into VCE Units 1 and 2 in Year 10***

At Mary MacKillop Catholic Regional College we are committed to assisting students manage their pathway towards achieving personal best. The College provides selected Year 10 students the opportunity to accelerate into a VCE subject within their Year 10 program and Year 11 students to accelerate into Unit 3 and 4 subjects.

The benefits of a student accelerating include:

- Gaining an early understanding of the level of rigor needed to successfully undertake VCE and Year 12 subjects
- Setting up a pathway to completing six Units 3/4 subjects as part of a VCE, which can assist in the calculation of a student's ATAR score at the end of Year 12
- Providing access to an additional subject, which interests a student and may not be taken into a Year 12 program.

In order for students to achieve their personal best in an Acceleration Program, students need to have displayed a high level of aptitude in a subject and have supported this aptitude with a diligent and consistent approach to their studies across all subjects. This will be evident in their

time management, class work and preparation for assessment tasks.

Students considered eligible for acceleration because of a high standard in their overall Year 9 program, will receive a letter of recommendation and invitation for acceleration prior to subject selection time.

Final acceleration decisions will be made by the professional discretion of the Deputy Principal Strategic Development & Organisation in consultation with a Learning Team including the Year 10 and 11 Wellbeing Leaders and relevant Subject Coordinators.

Students who are successful in their application to study in the Acceleration Program will be required to 'pick up' a subject in Year 12 to complete six subjects counting towards their ATAR.

Students should note that the study of a VCE Units 1 and 2 sequence whilst in Year 10 is a bonus not an alternative to the College requirement for VCE Year 11 students to study 5 Unit 1 and 2 sequences plus VCE Religious Education units in Year 11 and in Year 12.

VCE and VET Subjects

For subjects offered externally, such as VET certificate subjects not run at Mary MacKillop Catholic Regional College, please consult the VET Coordinator.
Proposed subjects offered to Year 11 2025.

RE – RISE

Youth Ministry

Religion and Society Unit 1

Religion and Society Unit 3 and 4 (Accelerated subject)

Agriculture and Horticultural Studies Units 1 and 2

Art Units 1 and 2

Biology Units 1 and 2

Business Management Units 1 and 2

Chemistry Units 1 and 2

Economics Units 1 and 2

English Units 1 and 2

Environmental Science Units 1 and 2

Food Studies Units 1 and 2

Geography Units 1 and 2

Health and Human Development Units 1 and 2

History 20th Century Units 1 and 2

Legal Studies Units 1 and 2

Literature Units 1 and 2

Mathematics – General Mathematics Units 1 and 2

Mathematics – Mathematical Methods Units 1 and 2

Mathematics - Specialist Mathematics Units 1 and 2

Media Studies Units 1 and 2

Physical Education Units 1 and 2

Physics Units 1 and 2

Product Design & Technology Units 1 and 2

Psychology Units 1 and 2

Theatre Studies Units 1 and 2

Visual Communication Design Units 1 and 2

Certificate II Apparel, Fashion & Textiles (MST20722)

Certificate II Building and Construction (22338VIC)

Certificate III Music Performance (CUA30920)

Certificate III in Sport, Aquatics & Recreation (SIS30122)

Certificate III Music Performance (CUA30920)

Certificate III Information Technology (ICT30120)

Religious Education

Religious Education is a DOSCEL mandated subject. At Mary MacKillop Catholic Regional College, we are proud to offer students the following options to best cater for the interests of the student for their increasingly complex awareness of the society in which they live, and the Catholic Church's role within it.

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

- RISE
- Youth Ministry
- VCE Religion and Society Unit 1
- VCE Religion and Society Unit 3 and 4 (Acceleration into VCE Program).

RISE

This unit takes inspiration from the Mary MacKillop quote "I am not afraid of any of the difficulties. They rather make my courage rise." (1873). In "RISE" students are invited to engage deeply and creatively with the Catholic faith, emphasizing the development of a personal voice within the structure of their learning. This course is designed to provide a dynamic and interactive exploration of religious studies, where students are encouraged to select from a variety of topics that resonate with their interests while adhering to the structured outcomes outlined in the Diocese of Sale Catholic Education Limited's (DOSCEL) "To Live in Christ Jesus."

This framework ensures that each student's journey through the subject contributes effectively towards a certificate that showcases the skills and knowledge acquired. This certificate – to be awarded at the end of Year 12, or by request - is an excellent addition to personal portfolios, especially useful for applications (Tertiary education or workplace) where demonstration of social and ethical development is pertinent.

Youth Ministry

The focus of Youth Ministry is an action-based expression of the Catholic faith. Students choosing Youth Ministry will complete components of the Year 11 Religion and Society Unit 1 & 2, while primarily acting upon work based on Catholic Social Teachings to express events and causes highlighted within the Caritas Social Justice Calendar. Students electing this option will be actively involved in a variety of classroom, school, and diocesan retreats, outreach, and awareness projects, including school visits, preparing for the Easter Liturgy, fundraising, and lunchtime activities.

Religion and Society Unit 1

VCE Religion and Society, studied from a Catholic perspective in our school, enables students to understand the complex interactions between religion and society over time. Catholicism has played a significant role in societal development, acting as a force of power, authority, and justice. However, there have been instances where religious institutions, including the Catholic Church, have supported unethical behaviours, and society has also at times interacted negatively with religion.

Through this course, students recognize religion's role in shaping historical and current events, and understanding its evolving influence. The study develops skills in research and analysis, preparing students for fields such as anthropology, theology, sociology, journalism, politics, and international relations, fostering informed citizenship.

Unit 1: The role of religion in society

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.

Religion and Society Units 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.

Religion and Society Unit 3 and 4 is completed as an Acceleration in VCE Program. Students may select this subject as one of their five studies. Students who study this subject will be allocated an additional five lessons of study.

English Pathways

To be awarded the Victorian Certificate of Education (VCE), students must satisfactorily complete a minimum of three units from the English group. From 2023 the minimum English requirement will be three units from the English group, including a Unit 3–4 sequence.

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 sequence in the one calendar year.

- Literature is offered as an alternative choice to English at Year 11, although the 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.
- Students interested in studying Literature are strongly recommended to take Year 11 Literature in preparation for the demands of Year 12 Literature.



Mathematics Pathways

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. There are a number of pathways for VCE Mathematics at both Year 11 and 12.

All VCE Mathematics subject enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically

Year 11 Pathways

VCE General Mathematics Units 1 & 2

VCE Mathematical Methods Units 1 & 2

VCE Specialist Mathematics Units 1 & 2

Year 12 Pathways

VCE General Mathematics Units 3 & 4

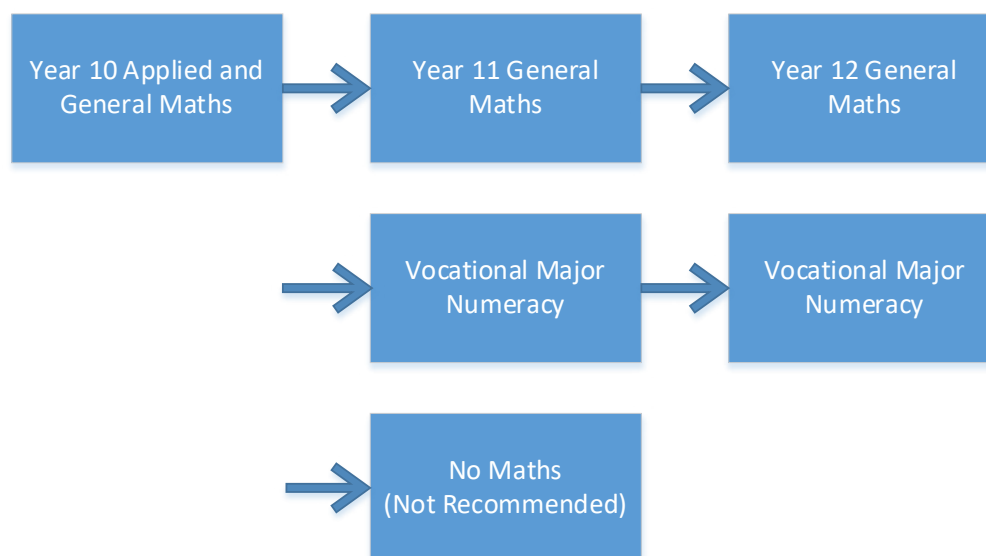
VCE Mathematical Methods Units 3 & 4

VCE Specialist Mathematics Units 3 & 4

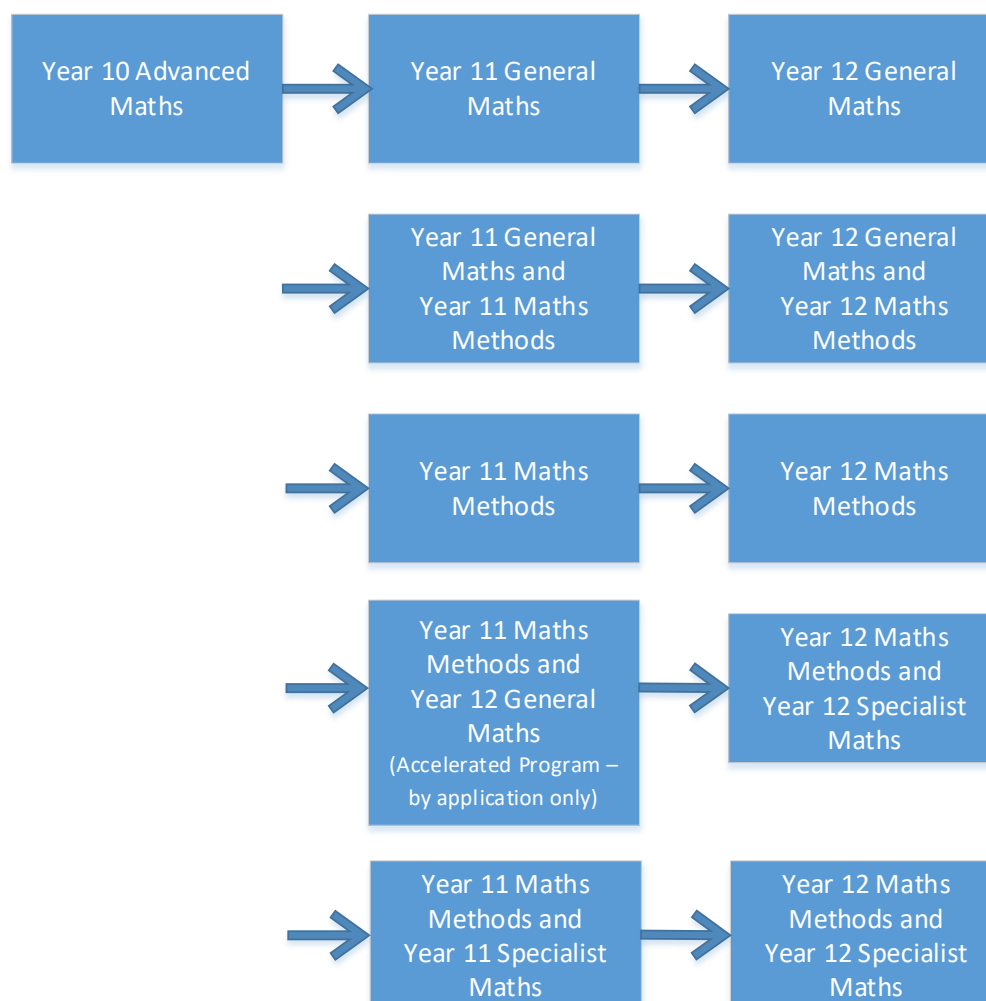
General Mathematics course covers Mathematical skills that are relevant to everybody's everyday life. Being able to critically analyse, interpret and represent data is not only a skill required for many jobs, but also an important tool to assist in day-to-day decision making.

General Mathematics meets many university courses prerequisites is an interesting course and is particularly useful for primary school teaching, nursing, TAFE and apprenticeships.

Mathematical Methods and Specialist Mathematics course are targeted towards Engineering, Commerce, Accounting, Medicine and Science degrees. Specialist Maths must be completed along with Maths Methods; it cannot be undertaken separately. You may undertake Specialist Maths and Maths Methods Unit 3 and 4, having only completed Maths Methods Unit 1 and 2.



Note:
Even though Mathematics is not compulsory at VCE, many post secondary courses require at least 2 units of VCE Maths. It is therefore recommended that all students do Mathematics in year 11.



Note: Specialist Mathematics can only be taken in conjunction with Mathematical Methods

Agricultural and Horticultural Studies

Unit 1: Change and opportunity

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

Unit 2: Growing plants and animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals

grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

Career Opportunities:

The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management. This study complements the skills focus of the competency-based nationally recognised VCE VET Agriculture, Horticulture, Conservation and Land Management program



Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

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 organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and in the digestive, endocrine and excretory systems of animals. Regulation of water balance in plants, and temperature, blood glucose and water balance in animals is a key focus as they consider the role homeostatic mechanisms play in maintaining an animal's internal environment and consider malfunctions in homeostatic mechanisms.

Students conduct their own student-designed investigation to explore a concept(s) learnt in Unit 1 related to how animals regulate their functions.

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction, inheritance and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They explore adaptations that enhance an organism's survival and the interdependences between species. A key focus is on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is undertaken which relates to the application of Unit 2 concepts.

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

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements

that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Career Opportunities

There are many career opportunities for students who have completed Business Management including vocations in: Banking, Employment Manager, Financial Planner, Industrial Relations, Insurance Officer, Human Resource Manager, Marketing, Office Work, Public Relations, Real Estate, Retail and Sales, Small Business Owner, Stockbroking, Tax Agent, Travel and Tourism, and Management.

Chemistry

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

The development and use of materials for specific purposes is an important human endeavour. This unit focuses on chemical structures and their properties; investigating a range of interactions between atoms, and the materials that they form. Students also learn about how material choice affects sustainability.

This unit also includes a student lead research task investigation explores how sustainability factors such as green chemistry principles and the circular economy.

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

Unit 2 explores the techniques chemists use to analyse the materials and products in everyday use. Student also learn about the properties of water and its important role in reactions within society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

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

Career Opportunities

Chemistry is known as the “Central Science” since an understanding of Chemistry is essential for most careers in Science. VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.



Economics

Unit 1: Economic decision making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts, including demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and examine how behavioural economics is used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. Economics provides useful tools for investigating contemporary issues. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective.

Career Opportunities

Economics can lead to careers to areas such as finance, banking, business analysis, law, journalism, public policy, accountancy, education; as well as employment as an economist, stockbroker, statistician, investment analyst, and management consultant.



English

Unit 1

Area of Study 1: Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Area of Study 2: Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2

Area of Study 1: Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students

will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Area of Study 2: Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

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. Specifically, strong skills in English are essential in careers such as journalism, public relations, Research assistant, Content Writer, Publisher, Teacher, Marketing Executive, Social-Media Manager.



Environmental Science

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit.

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students compare three

pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Career Opportunities

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.



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 course is ideal for students aiming for careers in catering and hospitality. Emphasizing work-related skills and industrial-scale food preparation, it prepares students effectively for these fields. It also serves as a foundation for further studies in health sciences, including dietetics and nutrition.



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 a volcanic eruption or coastal erosion, to regional and global hazards such as droughts and infectious diseases. 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 processes. 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: Issues and Challenges

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 both units.

Career Opportunities

Skills and content gained in the study of Geography will help students in the following areas: surveying and drafting, geographic information systems, logistics, teaching, meteorology, environmental engineering, 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: Understanding health and wellbeing

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

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Unit 2: Managing health and development

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

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyze health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Career Opportunities

This course is recommended for students interested in the areas of child care, nursing, teaching, health, and physical education.



History: Modern History

Unit 1: Change and Conflict

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

Unit 2: The Changing World Order

In Unit 2 students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries.

Career Opportunities

A broad knowledge in History would be advantageous for those considering a career as a writer, tour guide, journalist, cultural heritage officer, historian, researcher, teacher, librarian, lawyer or parliamentarian.



Legal Studies

Unit 1: The presumption of innocence

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

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

Unit 2: Wrongs and rights

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

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.



Literature

Unit 1: Reading practices and Exploration of literary movements and genres

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning, reflecting on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts to develop close analysis responses.

Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include modernism, magic realism, crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and experiment with the assumptions and representations embedded in the texts.

Unit 2: Voices of Country and the text in its context

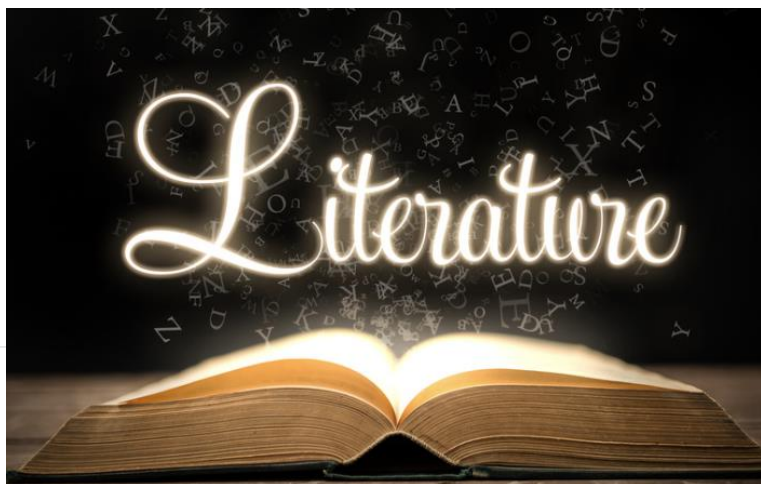
Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators, considering the interconnectedness of place, culture and identity through the texts of Aboriginal and Torres Strait Islander peoples. Students consider connections to Country, the impact of

colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students acknowledge and reflect on a range of Australian views and values (including their own), considering stories about the Australian landscape and culture.

Students also focus on texts and their historical, social and cultural context, reflecting on representations of a specific time period and/or culture. Students explore each text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed and develop the ability to analyse language closely, recognising that words have historical and cultural import.

Career Opportunities

As with the English course, Literature develops the advanced written and oral communication skills essential to all careers and courses. The study of Literature specifically 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, public relations, management, 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 General 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 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics (Matrices and Networks)', and 'Space and measurement'.

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

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, 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.

Specialist Mathematics

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Career Opportunities

Careers this study can lead to include doctor, scientist, engineer, accountant, project management, linesman, architecture, accountancy and many other careers.



Media Studies

Unit 1

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

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2

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

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.



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

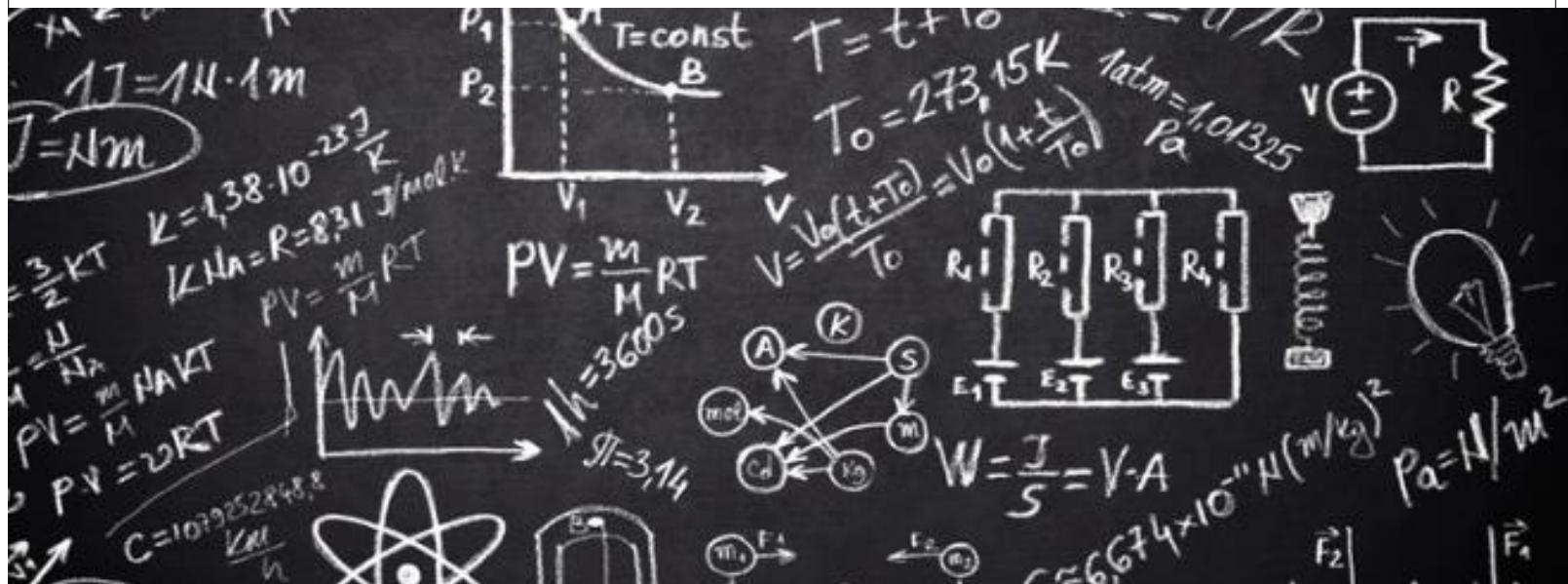
people's lives in different population groups.

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.





Physics

Unit 1: How is energy useful to society?

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

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

In this unit 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.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics,

photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Career Opportunities

Physics at school is an essential foundation for most tertiary courses in acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. This has recently been extended to include TAFE courses in the automotive, electrical and electronic field.

Product Design & Technology

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

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 end-user/s' 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 use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary 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?

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

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

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

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

Career Opportunities

These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.



Theatre Studies

Unit 1: History of theatre styles and conventions pre-1945

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945. Students work in production roles with scripts from specific periods, focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Contemporary theatre styles and conventions

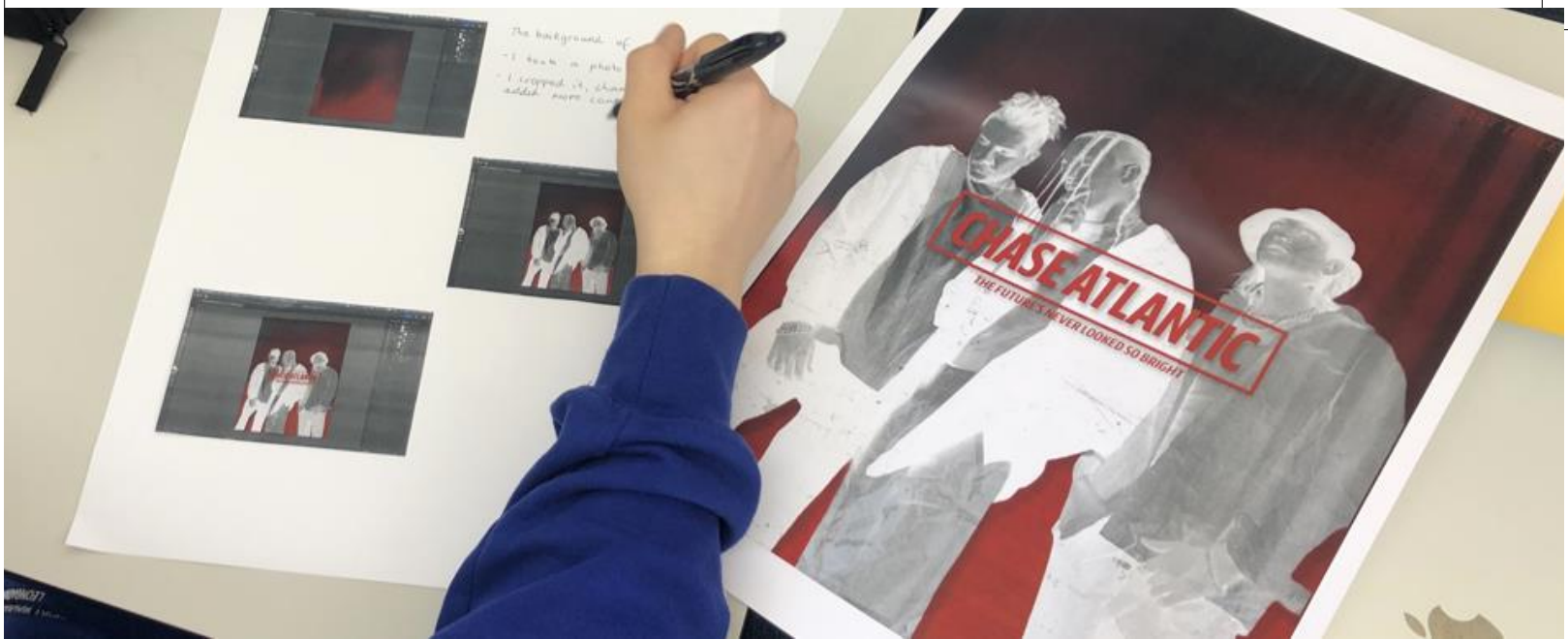
This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

Career Opportunities

Further study of Performing Arts can be attained at various universities or NIDA, WAPPA or VCA. Career opportunities include, actor, director, set, costume, lighting or sound designer, stage manager, arts administrator, drama teacher, drama therapist or various roles in television.





Visual Communication Design

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 within design fields

This unit focuses on the application of visual communication design knowledge, design thinking 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 also investigate how typography and imagery are used in these fields as well as the communication field of 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

Some typical fields of practice and possible future career options which studies in Visual Communication can lead to include: graphic design, advertising, marketing, cartography, illustration, package design, advertising, exhibition and display design, business graphics, architectural design, drafting, interior design, landscape design, engineering design and drafting, industrial design, furniture design, fashion design, technical illustration.

VCE VET Apparel, Fashion & Textiles (Certificate II)

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

The MST20722 Certificate II in Apparel, Fashion & Textiles course is provided by the school in partnership with Ripponlea Institute, RTO Code 21230.

This Certificate II course provides 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. Year 2 of the program includes identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

This program will be delivered over the course of 2 years.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate. Any student completing studies at the Senior School level can complete a VET course. Students who complete a VET course will receive credit equivalent to VCE units toward either their VCE or VCE-VM qualifications.



VCE VET Building & Construction (Certificate II)

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.

The 22338VIC Certificate II in Building and Construction course is provided by the school in partnership with Access Skills Training RTO Code 4603.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

Students will be expected to purchase the full work wear uniform to follow this course. The school fluorescent work polo and jumper are available from the College. The trousers or shorts should be work wear style and strength. The boots need to be safety rated protective boots.

Career Opportunities

Some typical fields of practice and possible future career options which studies can lead to include: Architecture, Drafting, Interior Design, Landscape Design, Engineering Design and Drafting, Industrial Design and Furniture Design.



VCE VET Music-Performance (Certificate III)

Certificate III in Music (Performance) provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Students should have prior knowledge of music theory and practical skills on an instrument/vocal and be prepared to immerse themselves in live performance and industry focused tasks.

The CUA 30920 Certificate III in Music (Performance) course is provided by the school in partnership with COSAMP, RTO Code 41549.

Year 1 - Equivalent to VCE Units 1 & 2

Focus on developing the foundations for performance, composition/song writing, work health and safety expectations in the music industry, career paths in the creative arts industry, and understanding the legal responsibilities of music industry workers.

Year 2 - Equivalent to VCE Units 3&4

Focuses on preparing students for live performance in the music industry. The performances are targeted towards specific markets and performance contexts. Students prepare solo or ensemble programs for live performance at school events, public venues and their final performance exam. This study offers scored assessment and will contribute towards the student's final ATAR.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate. Any student completing studies at the Senior School level can complete a VET course. Students who complete a VET course will receive credit equivalent to VCE units toward either their VCE or VCE-VM qualifications.

Career Opportunities

Some typical fields of practice and possible future career options include but are not limited to; Professional Musician, Event Management, Music Education, Retail, Film Music Editor, Recording Engineer, Composer, Arranger, Music Therapist, Promotions, Instrumental Teaching and Music Journalist.



VCE VET Sport, Aquatics & Recreation (Certificate III)

The VCE VET Sport, Aquatics and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge, and confidence to work in the areas of sport and outdoor recreation. This capacity is fostered in the leadership, organisational and specialist activity skills developed through the units of competency undertaken in the selected program. These leadership programs include supporting the planning and delivery of several significant events for local primary schools and the local primary school SSV Regional and District events.

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

The SIS30122 Certificate II in Sport, Aquatics and Recreations course is provided by the school in partnership with IVET RTO Code 40548.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

Career Opportunities

Some typical fields of practice and possible future career options such as:

- Coach
- Sports and Fitness Coach
- Activity Program Coordinator
- Sports Administrator
- Recreation Officer
- Community Activities Officer



VCE VET Information Technology (Certificate III)

The VCE VET Information Technology program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and technology (ICT) technical functions, and to achieve a degree of self-sufficiency as an advanced ICT user. It will enable you to apply for a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Scored assessment is available for the Scored Units 3 and 4 sequence of the VCE VET Information Technology program.

The ICT30120 Certificate III in Information Technology course is provided by the school in partnership with Access Skills Training RTO Code 4603.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

Career Opportunities

Some typical fields of practice and possible future career options such as:

- Support Games Developer
- Mobile Games Programmer
- Games Designer
- Games Developer
- Website Developer
- System Designer
- Assistant Software Developer
- Programmer & Website Coordinator



Subject Selection Checklist

Below is a form to assist students with subject selection. This may be helpful for you to complete before you submit your preferences online.

Year 10: What did you complete in 2024?		VCE Year 11 - 2025	VCE Year 12 - 2026
Religion Youth Ministry		RISE Youth Ministry Unit 1 R&S Unit 3&4 R&S* (*counts as one choice below)	Unit 2 R&S Youth Ministry Unit 3&4 R&S* (*counts as one choice below)
English		English or English Literature	English or English Literature
Mathematics <ul style="list-style-type: none"> • Advanced • General • Applied 			
Science <ul style="list-style-type: none"> • Agriculture • Biology • Chemistry • Forensic Science • Physics • Psychology 	Humanities <ul style="list-style-type: none"> • Geography • History • Law & Civics • Money & Markets • Industry & Careers 		

Things to consider:

- Have you looked at the prerequisites for any University courses you may be considering? Yes/No
- Have you discussed with your parents? Yes/No
- Have you spoken with teachers regarding your subjects? Yes/No
- Have you logged on to complete your Web Preferences? Yes/No

