



**NORTHCOTE
HIGH SCHOOL**

Senior Years Handbook

2024



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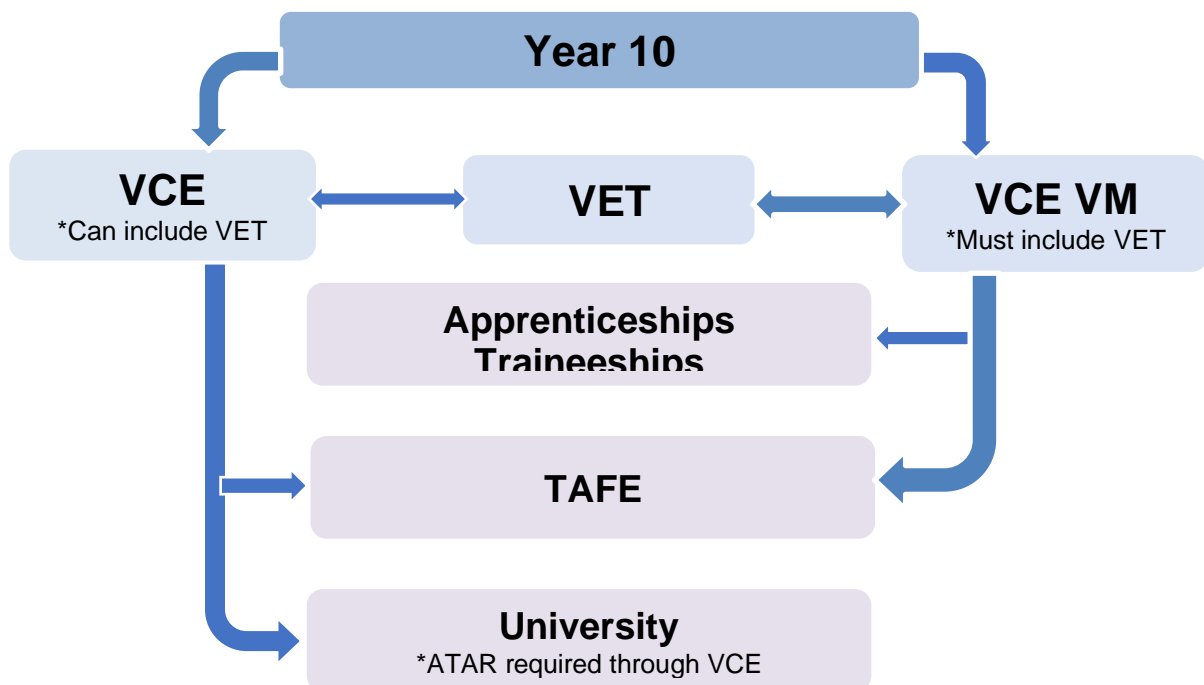
Welcome to the Senior Years

Congratulations! You are about to embark on an exciting journey: your final two years of secondary school. This is a time of increased independence, exploring the pathways and passions that will take you beyond our school and on to your next learning experiences. You will work hard, but many senior students report that it is these two years in which relationships with peers and teachers develop and strengthen to a richly rewarding level.

This handbook is here to provide you with an overview of the many academic and vocational opportunities available to you at Northcote High School. Read it and seek information from teachers and at the course expos, and discuss your options with your family, tutor and the people who know you, your learning and your goals well.

Your options in Years 11 and 12

At Northcote, you can complete the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM) In addition, you can undertake Vocational Education and Training (VET) subjects. These count towards the VCE, and are a required part of the VCE VM program. Information about all these options is contained in this handbook.





A scored VCE provides you with an ATAR score, which helps you to directly access tertiary education at university. A VCE VM pathway is designed more to lead to TAFE studies, an apprenticeship or employment. However, you may still be able to access university courses after some bridging studies.

The VCE program at Northcote

The VCE program covers both Years 11 & 12 and involves four semesters (half years) of work. Over these four semesters students will normally take a total of 22 semester-length units. These will include:

- a) four units of English (any of the English subjects, one per semester)
- b) six units (1 / 2) *per semester* in Year 11
- c) five *sequences* (Units 3&4) in Year 12

Units 3&4 are taken as a sequence.

To be awarded the Victorian Certificate of Education, a student must satisfactorily complete at least sixteen units, including:

- a) at least three units of English (one of which must be at 3/4 level)
- b) at least three sequences of Unit 3&4 level studies other than English.

Most students will do Units 1&2 at Year 11 and Units 3&4 at Year 12. Students who demonstrate high intellectual potential and a strong commitment to all of their studies may wish to undertake some advanced level study. The aim of advancement is not to accelerate faster through a learning program, but to access additional challenge and extension whilst maintaining strong connections to the peer group. In the senior years, this may involve Year 10 students undertaking a Unit 1&2 VCE sequence and Year 11 students undertaking a Unit 3&4 VCE sequence. Studying a Unit 3&4 sequence at Year 11 gives you an extra subject that can count towards your ATAR score. Students who study a Unit 3&4 sequence at Year 11 are still expected to undertake 5 sequences in Year 12.

There are no pre-requisites for entry to Unit 1,2 or 3 subjects. However, many subjects build knowledge and skills sequentially, so it is an advantage to have undertaken the earlier studies. Advice regarding this is contained in this handbook, and can be discussed in more detail with the recommended subject teachers.

Useful information

The course selection process provides you with many opportunities to consider and discuss your preferred pathway. It is important that you engage in all of the Connect sessions, information evenings and course expos offered. Our Careers Practitioner is also an excellent source of advice.

VCE SUBJECTS

The [Victorian Curriculum and Assessment Authority \(VCAA\)](#) is also a great resource regarding VCE, VET and VCE VM. On their website you will find all the VCE Study Designs (the required knowledge, skills and outcomes for each subject) as well as other useful information.

There are also important rules, procedures and expectations associated with obtaining a senior secondary school certificate. You will be provided with a Senior Years Handbook at the start of Year 11 which will outline these. For example, it's important that you know your responsibilities around attendance, work completion and plagiarism. Your Senior Sub-School team and tutor will work with you to make sure you understand these.



English Units 1&2

The study of English empowers students to read, write, speak and listen in different contexts. This study also prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature, and literacy.

In **Unit 1** students read and explore texts with a focus on personal connections with the story. They also read and engage imaginatively and critically with mentor texts that model effective writing to craft their own text designed for a specific context and audience.

In **Unit 2** students analyse the presentation of ideas, concerns, and tensions in a text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment

Personal response to a text

Creative writing

Analytical response to text

Analysing the use of argument and persuasive language in texts

Presenting an argument (oral)

Advice to students

English would suit any student with an interest in developing broad skills in communication and reflection. This subject will enable students to participate in their diverse, dynamic and multicultural world productively and positively.

For further information see

Elliot Wall (Head of English), Cate Hambling

Relevant links

[Study Design 2023-2027](#)



English Units 3&4

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation, and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. This study will build on the learning established in English Units 1&2.

In **Unit 3** students read and respond to texts analytically and construct texts to be effective for specific contexts, audiences and purposes. They analyse arguments and the use of persuasive language in texts.

In **Unit 4** students develop their ability to critically analyse a text. They also construct and deliver an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

- Analytical response to text
- Crafting Texts (two written pieces, and a written description of their writing process)
- Analysing the use of argument and persuasive language in texts
- Presenting an argument (oral)
- Analytical response to text
- External exam

Advice to students

English would suit any student with an interest in reading and closely engaging with variety of texts including short stories, contemporary novels and film. This subject will enable students to also think critically about the ideas and argument of others and the use of language to persuade and influence audiences.

Students interested in undertaking English Units 3&4 are recommended, but not required, to study Units 1&2.

For further information see

Elliot Wall (Head of English)

Relevant links

[Study Design 2023-2027](#)



English as an Additional Language

EAL Units 1&2

The study of English as an Additional Language (EAL) empowers students to read, write, speak and listen in different contexts. This study also prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. This study will build on the learning established through Victorian Curriculum English and/or EAL in the key discipline concepts of language, literature, and literacy.

In **Unit 1** students read and explore texts, print and audio/visual, with a focus on personal connections with the story. They also read and engage imaginatively and critically with mentor texts that model effective writing to craft their own text designed for a specific context and audience and purpose.

In **Unit 2** students analyse the presentation of ideas, concerns and tensions in a text. They analyse arguments presented and the use of persuasive language in texts and create their own oral text intended to position audiences.

Assessment

Personal and analytical response to a text or extracts from a text

Comprehension of an audio/audio visual text

Crafting texts (two written pieces, and an annotation showing the writing decisions)

Analysing the use of argument and persuasive language in text

Analytical response to text

Presenting an argument to position an audience (oral)

Advice to students

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision, however, the subject is targeted at students for whom English is **not** their home language. **Enrolment consideration should be given to the potential impact of the VCAA eligibility requirements for Units 3 and 4 on a student's VCE program.**

For further information see

Rosalie Maidment, Effie Sgardelis, or Elliot Wall (Head of English)

Relevant links

[Study Design 2023-2027](#)



EAL Units 3&4

Please note: To enrol in this subject, students must fulfill eligibility requirements as determined by VCAA. It is not open to all students.

The study of English as an Additional Language (EAL) contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability analyse texts, moving from interpretation to reflection and critical analysis. In EAL, students also develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

In **Unit 3** students read and respond to a set text analytically. They craft texts for specific audiences, purposes and contexts. They annotate their writing to show the creative decisions.

In **Unit 4** students read and respond to a set text analytically. They create and present their own oral text intended to position audiences to agree.

Assessment

Analytical response to a set text

Comprehension of an audio/audio visual text

Crafting texts (two written pieces, and an annotation showing the writing decisions)

Analysing the use of argument and persuasive language in text

Analytical response to a set text

Presenting an argument to position an audience (oral)

External exam

Advice to students

Application **is required** for enrolment in Units 3 and 4. Please call or email for more details regarding VCAA criteria.

For further information see

Rosalie Maidment, Effie Sgardelis, or Elliot Wall (Head of English)

Relevant links

[Study Design 2023-2027](#)



English Language Units 1&2

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

Unit 1: Language and communication. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: Language Change. In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics.

Assessment

- Written and Spoken Modes Analysis
- Essays
- Conference Poster: History of English
- Research and Presentations
- Report: A Variety of English

Advice to students

English Language would suit any student with an interest in how language functions. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Text studies are a key part of this study.

Students interested in undertaking English Language Units 3&4 are strongly recommended, but not required, to take Units 1&2.

For further information see

Josh Arandt, Josh Melican, Elenni Balis

Relevant links

[Study Design 2016-2023](#)



English Language Units 3&4

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

Unit 1: Language variation and social purpose. In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Unit 2: Language variation and identity. In this unit students focus on the role of language in establishing and challenging different identities. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups.

Assessment

- Discourse analyses of spoken and written texts
- Essay: English in Australia
- Essay: Australian English and Identity
- External exam

Advice to students

English Language would suit any student with an interest in how language functions. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Text studies are a key part of this study.

Students interested in undertaking English Language Units 3&4 are strongly recommended, but not required, to take Units 1&2.

For further information see

Josh Arandt, Fiona Vilella

Relevant links

[Study Design 2016-2023](#)



Literature Units 1&2

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

In **Unit 1**, students closely examine the literary forms, features and language of texts. They also explore texts from selected a movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

In **Unit 2**, students explore “Voices of Country” through the engagement with Aboriginal and Torres Strait Islander texts. They consider the interconnectedness of place, culture, and identity. They also analytically engage with a literary text through its social, historical and cultural context.

Assessment

- Close analysis of selected passages in a text
- An essay (comparative or analytical)
- Oral presentation on the ideas and concerns in a text
- Reading journal entries or multimedia response to a text

Advice to students

Literature would suit any student with an interest in engaging deeply and critically with a range of literature including: poetry, multimodal texts (e.g. film), contemporary texts, Australian texts and texts from past eras and other cultures.

Students interested in undertaking Literature Units 3&4 are strongly recommended to take Units 1&2.

For further information see

Joanne Foley, Anna Carrig

Relevant links

[Study Design 2023-2027](#)



Literature Units 3&4

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

In **Unit 3**, students focus on how the form of a text contributes to its meaning. They explore how meaning can change when the text is adapted into a different form, for example from novel to film. Students develop their own interpretations of a set text, analysing how ideas, views and values are presented, and the ways these are endorsed, challenged and/or marginalised through various interpretations.

In **Unit 4**, students focus on the imaginative techniques used for creating and recreating a literary work. They also attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Assessment

- Comparative analysis
- Developing Interpretation of a text using a literary perspective
- Creative response to a text
- Close passage analysis

Advice to students

Literature would suit any student with an interest in engaging deeply and critically with a range of literature including: poetry, multimodal texts (e.g. film), contemporary texts, Australian texts and texts from past eras and other cultures.

Students interested in undertaking Literature Units 3&4 are strongly recommended to take Units 1&2.

For further information see

Joanne Foley, Martin Ramsay

Relevant links

[Study Design 2023-2027](#)



Computing Units 1&2

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks to design a network solution that meets an identified need or opportunity. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software.

Assessment

Unit 1

- Infographic
- Home Network Design
- Issue-Based Site
- Exam

Unit 2

- Programming Portfolio
- Data Analysis
- Database Solution
- Exam

Advice to students

Students are required to bring their own laptop and charger to class daily.

For further information see

Sophie Sun, Kodie Neilson and Sarah Grinzi (Head of Design)

Relevant Links

[Study Design 2020- 2024](#)



Design and Technology

Software Development Units 3&4

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Unit 3

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Assessment

Units 3&4

- Programming Modules 10%
- School Assessed Task (Design and Solution) 30%
- Analysis of Information Systems 10%
- Exam 50%

Advice to students

Students are required to bring their own laptop and charger to class daily.

For further information see

Sophie Sun, Kodie Neilson and Sarah Grinzi (Head of Design)

Relevant Links

[Study Design 2020- 2024](#)



Product Design and Technology Units 1&2

(Wood/Metal/Plastics or Textiles)

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Unit 1 Design Practices

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

Unit 2 Positive impacts for end users

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

Assessment

- Portfolio
- Product
- Inquiry
- Exam

Advice to students

Students are required to purchase an A3 portfolio case and materials specific to their designed product. Cost varies depending on student choice.



For further information see

Sarah Grinzi & Harry Foote

Relevant links



Product Design and Technology Units 3&4

(Wood/Metal/Plastics or Textiles)

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Unit 3 – Ethical product design and development

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

Unit 4 – Production and evaluation of ethical designs

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

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment

- School Assessed Task (Portfolio and Product) 50%
- 2 x School Assessed Coursework 20%
- Exam 30%

Advice to students

Students are required to purchase an A3 portfolio case.

Students are required to purchase product specific materials - costs vary depending on student choice.

For further information see

Sarah Grinzi & Harry Foote

Relevant links



Food Studies Units 1&2

Unit 1: Food around the world

Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

Unit 2: Food Makers

Students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale 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.

Assessment

- Practical Work (Folio of 3 practical classes and written evaluations)
- Comparative Food Testing Analysis
- Research Activity – What is Australian Cuisine – a study of an Australian food icon
- Design and produce a practical food solution in response to an opportunity or a need
- Exam

Advice to students

It is highly recommended that students who are interested in undertaking Food Studies Units 3&4 take Units 1&2

For further information see

Lorraine Lockhart

Relevant links

[Study Design 2023-2027](#)

Food

Food Studies Units 3&4



Unit 3: Food in Daily Life

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4: Food Issues, Challenges and Futures

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Assessment

- A range of practical activities and records of practical activities
- Tests: Data analysis; short answer; structured questions
- a written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity
- End of year exam

Advice to students

It is strongly recommended that students who study Unit 3 & 4 Food Studies have studied Unit 1 & 2 Food Studies

For further information see

Lorraine Lockhart

[Study Design 2023-2027](#)

Health and Physical Education

Health and Human Development Units 1&2



Unit 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment

- Data analysis
- Case study
- Research task
- Structured Questions

Advice to students

Units 1&2 are sequential to Units 3&4, however not essential.

For further information see

Jane Lange, Carolyn Richards

Relevant links

[Study Design 2018- 2023](#)



Health and Human Development Units 3&4

Unit 3 looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4 examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students explore global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment

- Data analysis
- Case study analysis
- Research task
- Structured Questions

Advice to students

Units 1&2 are sequential to Units 3&4, however not essential.

For further information see

Carolyn Richards, Emma Hales

Relevant links

[Study Design 2018- 2023](#)



Outdoor & Environmental Studies Units 1&2

Unit 1 examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments.

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

Unit 2 focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

There is a strong practical link between the camps & excursions to the theoretical components in this course.

Assessment

- Practical Journals
- Case Studies
- Written Reports & structured questions
- Data Analysis

Advice to students

There is a cost of camps/excursions and related activities associated with this course (approx. \$1225). Students are expected to complete all practical components. Students interested in undertaking Units 3&4 are advised to take Units 1&2. Students may wish to consider undertaking this subject whilst in Years 10 and 11 as there is time away on camps involved in Units 1-4.

For further information see

Rachel Malcolm, Josh Bartholomew

Relevant links

[Study Design 2018- 2023](#)



Outdoor & Environmental Studies Units 3&4

Unit 3 focuses on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

In **Unit 4** students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments; and evaluate the strategies and actions they employ.

There is a strong practical link between the camps & excursions to the theoretical components in this course.

Assessment

- Practical Journals
- Case Studies
- Structured Questions
- Data Analysis
- Written Report

Advice to students

There is a cost of camps/excursions and related activities associated with this course (approx. \$1225). Students are expected to complete all practical components. Students interested in undertaking Units 3&4 are advised to take Units 1&2. Students may wish to consider undertaking this subject whilst in Years 10 and 11 due to time away on camps.

For further information see

Rachel Malcolm, Josh Bartholomew

Relevant links

[Study Design 2018- 2023](#)



Physical Education Units 1&2

In **Unit 1** 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. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity and evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level.

Assessment

- Practical Workbook
- Structured questions tests
- Case study
- Inquiry based projects

Advice to students

Students are expected to participate in physical activity to support the theory content. There are strong connections between the practical and theory components.

For further information see

Jamie Lethborg, Josh Bartholomew

Relevant links

[Study Design 2017 - 2023](#)



Physical Education Units 3&4

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In **Unit 4** students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods from a theoretical perspective.

Assessment

- Laboratory reports
- Structured questions tests
- Data analysis
- Case studies
- Practical Workbook

Advice to students

Students are expected to participate in physical activity to support the theory content. There are strong connections between the practical and theory components.

For further information see

Cathy Lester, Louise Tait

Relevant links

[Study Design 2017 - 2023](#)



Accounting Units 1&2

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 1 This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Unit 2 In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Assessment

- Work book theory questions and exercises
- Research reports
- Tests
- Exam

Advice to students

Accounting would suit any student with an interest in business and students who are planning to study commerce at a tertiary level. Students interested in undertaking Accounting Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Bill Neal

Relevant links

[Study Design 2019 - 2024](#)

Humanities - Business and Economics

Accounting Units 3&4



VCE SUBJECTS

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 3 This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4 In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Assessment

- Work book theory questions and exercises
- Tests
- Exam

Advice to students

Accounting would suit any student with an interest in business and students who are planning to study commerce at a tertiary level.

Students interested in undertaking Accounting Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Bill Neal

Relevant links

[Study Design 2019 - 2024](#)



Business Management Units 1&2

In VCE Business Management, the study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing key resources within a business context.

Unit 1 investigates how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students develop their knowledge of business environments including the impact of changing customer needs and emerging technologies including how they can affect business decisions and planning.

Unit 2 explores the different phases of a business's life. This unit also focuses on staffing requirements, an understanding of the financial planning demands on businesses, marketing and public relations in order to better appreciate and understand the various challenges faced by businesses when making decisions.

Assessment

- Ongoing coursework
- Contemporary business case studies
- School Assessed Coursework (SACs)
- Exams

Advice to students

Business Management would suit any student with an interest in the world of business and resource management. Selecting this course will develop the knowledge and skills to enhance confidence and ability to participate effectively as future ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Students interested in undertaking Business Management Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Jai Rochester, Rohan Hamit, Quinn Lim

Relevant links

[BMA Study design](#)



Humanities - Business and Economics

Business Management Units 3&4

In VCE Business Management, the study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing key resources within a business context.

Unit 3 examines the key processes and issues related to managing a business. Students will examine the different types of businesses and their objectives. They will give close consideration of issues related to corporate culture, management styles and skills, and the relationship between them. After, students will investigate strategies used to manage staff and business operations.

Unit 4 analyses the use of key performance indicators to review the performance of businesses. The management of change and strategies used to successfully change are examined, along with an investigation into the importance of leadership at a time of change.

Assessment

- Ongoing coursework
- Contemporary business case studies
- School Assessed Coursework (SACs)
- Exam

Advice to students

Business Management would suit any student with an interest in the world of business and resource management. Selecting this course will develop the knowledge and skills to enhance confidence and ability to participate effectively as future ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Students interested in undertaking Business Management Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Jai Rochester, Rohan Hamit, Quinn Lim

Relevant links

[BMA Study design](#)



Economics Units 1&2

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Unit 1: Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave, and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Unit 2: A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Assessment

- Short-answer and multiple choice questions, including case studies and blogs
- Research and investigation reports
- Exam

Advice to students

Economics would suit any student with an interest in business or politics. This subject focuses on contemporary issues in the wider Australian economy and interlinks this with theoretical understanding.

Students interested in undertaking Economics Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Mitchell Neto, Quinn Lim

Relevant links

[Study Design 2023 - 2027](#)



Economics Units 3&4

Economics is the study of how resources are allocated to meet the needs and wants of society. It explains how and why individuals behave the way they do and the consequences of their decision making. Students gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens.

Unit 3: The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Unit 4: The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

Assessment

- Short-answer and multiple choice questions, including case studies
- Research reports
- Exam

Advice to students

Economics would suit any student with an interest in business or politics. This subject focuses on contemporary issues in the wider Australian economy and interlinks this with theoretical understanding.

Students interested in undertaking Economics Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Dominic Huntley, Mitchell Neto

Relevant links

[Study Design 2023 - 2027](#)

Humanities - Business and Economics

Legal Studies Units 1&2



VCE SUBJECTS

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

Unit 1 examines legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students consider the methods and institutions that may be used to determine a criminal case and the purposes and types of sanctions and their effectiveness.

Unit 2 Students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a defendant may be found liable. The focus is on the enforcement of civil law, the methods and institutions that may be used to resolve a civil dispute, and the purposes and types of remedies and their effectiveness. Students develop their understanding of the way human rights are protected in Australia and possible reforms to the protection of these rights.

Assessment

- Structured questions
- Case studies
- Research reports
- Exam

Advice to students

Legal Studies would suit any student with an interest in law, social justice, or crime. Legal Studies enables students to become active and informed citizens by developing knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students interested in undertaking Legal Studies Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Lauren Hutson, Dominic Huntley, Aurelie Charenton

Relevant links

[Study Design 2018 - 2023](#)

Humanities - Business and Economics

Legal Studies Units 3&4

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



VCE SUBJECTS

Unit 3 examines the Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Unit 4 focuses on an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

Assessment

- Structured questions
- Case studies
- Exam

Advice to students

Legal Studies would suit any student with an interest in law, social justice, or crime. Legal Studies enables students to become active and informed citizens by developing knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students interested in undertaking Legal Studies Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Lauren Hutson, Mitchell Neto, Quinn Lim

Relevant links

[Study Design 2018 - 2023](#)



Geography Units 1&2

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. It enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

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. 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 and investigate how spatial technology is utilised by various agencies to manage tourism

Assessment

- Structured Questions
- Case Studies
- Fieldwork
- Fieldtrip Report
- Exam

Advice to students

Students who are intrigued by finding the answers to key questions about our earth and who are interested in the earth's natural environment and the way in which humans connect and manage the land will be suited to Geography.

There is a fieldtrip for both Units 1&2, which will be strengthen understanding on key content. Students should note that while there are no prerequisites for entry it is strongly recommended that students undertake Units 1&2 to better understand Units 3&4.

For further information see

Courtney Lever, Paul Micah Sullivan

Relevant links

[Study Design Page](#)



Geography Unit 3&4

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world, enabling students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: deforestation, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Unit 4: Human population – trends and issues

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

Assessment

- Structured Questions
- Case Studies
- Fieldwork
- Fieldtrip Report
- Data Interpretation and Analysis
- Exam

Advice to students

There is a fieldtrip for Unit 3. Students should note that while there are no prerequisites for entry it is strongly recommended that students undertake Units 1&2 to better understand Units 3&4.

For further information see

Courtney Lever, Paul Micah Sullivan

Relevant links

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Humanities - History

Ancient History Units 1&2



VCE SUBJECTS

Mesopotamia and Egypt were the founding civilisations of Humanity and the birthplace of many different aspects of society (writing, the wheel, standing army, agriculture, etc.) Students explore the development of these societies and the sources of our knowledge of these great civilisations.

Unit 1 – Ancient Mesopotamia

Students explore Ancient Mesopotamia, the land between the two rivers, often described as 'the cradle of civilisation'. They investigate the growth of cities and empires in Ancient Mesopotamia, as well as the development of writing, from simple accounts to the creation of literature. This unit will explore from that growth of cities in approximately 3500 BCE to the rise and fall of the Assyrian Empire in 612 BCE.

Unit 2 – Ancient Egypt

Students explore the enduring civilisation of the Nile River and the Egyptian civilisation of approximately 3000 years, when Egypt was able to dominate the area and was not threatened by its neighbours. Students will examine the sources available, including the funerary practices that lead to Mummies and Pyramids, and the rise and falls of Kingdoms from the beginning of the Early Dynastic Period in 2920 BCE to the end of the Seventeenth Dynasty in 1550 BCE.

Assessment

- An analysis of primary sources
- A historical inquiry
- An analysis of historical interpretations
- An essay

Advice to students

Ancient History suits students with an interest in the ancient world and in history more generally. Students who enjoy Classical Studies will also find it of interest. The course involves the study of primary and secondary sources and some self-directed inquiry. It follows into Ancient History Units 3/4, as well as skills crossover with History: Revolutions 3/4.

For further information see

Rhiannon Purcell

Relevant links

[Study Design Page](#)

Humanities- History

Ancient History Units 3&4



Egypt and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history.

Unit 3 – Egypt

Students examine the social, political and economic features of life during the New Kingdom. They investigate the features of Thebes to 1069 BC. They examine causes and consequences of warfare and its effect on the social, political and economic life of New Kingdom Egypt. They also explore the tensions of the Amarna Period.

Unit 4 – Rome

Students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. They also explore the demise of the Republic.

Assessment

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

Advice to students

Ancient History suits students with an interest in the ancient world and in history more generally. Students who enjoy Classical Studies will also find it of interest. The course involves the study of primary and secondary sources and some self-directed inquiry.

For further information see

Rhiannon Purcell

Relevant links

[Study Design Page](#)



Modern History Units 1&2

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place.

Unit 1: Change and Conflict (later part of 19th century and first half of the 20th century)

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

Assessment

- Analysis of historical interpretations
- Essay
- Historical inquiry Research reports
- Analysis of primary sources
- Exam

For further information see

Kevin Hoole, Jackie Brogan, Paul-Micah Sullivan

Relevant links

[Study Design](#)



Australian History Units 3&4

In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Key areas of study include:

- The reshaping of Port Phillip District/Victoria, 1834–1860
- Making a people and a nation 1890–1920
- Crises that tested the nation 1929–1945
- Voices for change 1965–2000

Assessment

Each of the following four assessment tasks must be completed over Units 3&4:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

Advice to students

It is recommended that students have undertaken either Units 1&2 Ancient History or 20th Century History before undertaking Units 3&4.

For further information see

Josh Melican, Paul Micah Sullivan

Relevant links

[Study Design](#)



History: Revolutions Units 3&4

History: Revolutions investigates the historical causes and consequences of the French and Russian Revolutions. Both revolutions played a significant role in the shaping of the modern world, and students investigate the challenges that go along with creating a new society.

Unit 3 – French Revolution

Students investigate the long and short term causes of the end of the absolute monarchy of France in 1789. They examine the attempts to create a new society based on reason and the different visions for society from the bourgeois and the working class. Students evaluate the reasons for the corruption of these visions by the reactions to the revolution, including government by terror and the conservative conclusion to the period in 1795.

Unit 4 – Russian Revolution

Students examine the conditions that gave rise to the overthrow of the Tsar in Russia in 1917, focusing on the different social classes and the impact of WW1. They investigate the attempt to create a Communist state and the challenges that the government faced from inside and outside of Russia. They also explore the role of leaders in the creation of the new society and the impact that the Revolution has on different social groups in Russia

Assessment

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay

Advice to students

History: Revolutions suits students who are interested in changes in the modern world and in the impact of historical events on people and countries. Students who enjoy looking at different perspectives on the past and comparing how different people experienced history will also find it of interest. The course involves the study of primary and secondary source to develop arguments about the past and some self-directed inquiry.

For further information see

Paul-Micah Sullivan

Relevant links

[Study Design](#)

Humanities - Interdisciplinary & other fields



Classical Studies Units 1&2

VCE Classical Studies is the study of works of literature, history, philosophy, art and architecture from ancient Greece and ancient Rome. It is a multidisciplinary study in which students examine works that have had an enduring influence on Western civilisation.

Unit 1 explores the myths of ancient Greece, the search for their origins and their contribution to classical culture. Students examine heroes, gods and monsters through a study of *The Iliad*; analyse how archaeology has informed understanding of ancient Greek myths and examine the representation and function of myths in a classical work such as *Oedipus the King*.

Unit 2 examines classical works across time, beginning with the study of ancient Greek society through an exploration of intellectual and material culture. Students analyse the ways in which classical works such as *The Frogs* reveal and present aspects of ancient Greek society; and examine the lasting influence of classical works through a comparison with modern works.

Assessment

- Short-answer text analysis
- Research reports
- Analytical essays
- Exam

Advice to students

Classical Studies would suit any student with an interest in literature, history or philosophy. It is a truly interdisciplinary subject which draws on knowledge and skills from each of these fields. Text studies are a key part of this subject.

Students interested in undertaking Classical Studies Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Joshua Arandt, Rhiannon Purcell

Relevant links

[Study Design 2019 - 2024](#)

Humanities - Interdisciplinary & other fields

Classical Studies Units 3&4



VCE SUBJECTS

Students engage with the intellectual and material culture of ancient Greece, working with translations. Students analyse individual works and engage with ideas and techniques that are used by a range of writers and artists, across many genre. They also compare works, with particular reference to their socio-historic context.

Unit 3

Students will analyse sections of Sophocles' *Ajax*. They will also compare Aristophanes' *Lysistrata* and Thucydides' *History of the Peloponnesian War*.

Unit 4

Students will analyse a series of sculptures. They will compare Sophocles' *The Antigone* and Euripides' *The Electra*.

Assessment

- Short-answer analysis of objects/texts
- Comparative essays
- Exam

Advice to students

Classical Studies is an interdisciplinary subject suitable for anyone who enjoys literature, philosophy or history. Completing the Unit 1 and 2 course is not a prerequisite, but is advised. The course involves detailed text and art study.

For further information see

Joshua Arandt, Rhiannon Purcell

Relevant links

[Study Design 2019 - 2024](#)



Extended Investigation Units 3&4

Extended investigation provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

It enhances the students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to interpreting and evaluating evidence in order to answer such questions. Within the study, issues around the ethics of research are covered.

It considers how research questions are developed and focused to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. The individual investigation question developed by each student facilitates the exploration of a range of potential research outcomes and allows students to engage more deeply with an area of interest to them.

Students conduct a relevant literature review and develop project management knowledge and skills, and ways of effectively presenting and communicating results. Students are introduced to a broad classification of research methods and their comparative suitability for the investigation of particular questions.

Assessment

- Folio – 3 to 4 written pieces developing critical thinking
- Written research plan
- Written report
- Oral report

Advice to students

There are no prerequisites for undertaking Extended Investigation. Students considering undertaking the units should be confident, independent and self-managed learners.

For further information see

Kevin Hoole

Relevant links

[Study Design 2019 - 2024](#)



Politics Units 1&2

VCE Politics offers students the opportunity to engage in a range of political, social and economic issues, and to become informed citizens, voters and participants in and observers of their local, national and international communities.

Unit 1 Politics, power and political actors. In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crisis

Unit 2: Power and global political actors. In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

Assessment

- Short-answer questions
- Research reports
- Analytical essays
- Exam

Advice to students

Politics would suit students with an interest in the world, history, politics and the interrelation between people and government. It is a truly interdisciplinary subject which draws on knowledge and skills from each of these fields.

Students interested in undertaking Global Politics 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Adam Scanlon, Jai Rochester, Dominic Huntley

Relevant links

[Study Design 2018 - 2023](#)



Global Politics Units 3&4

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

Unit 4 - In this unit, students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding the ethical issues of arms control and human rights, which are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, such as terrorism and armed conflict, and consider the varying effectiveness of responses and challenges to resolving them.

Assessment

- Ongoing coursework
- School Assessed Coursework (SAC)
- Exam

Advice to students

There are no prerequisites for entry into Unit 3 & 4 Global Politics. Students are able to study Units 3&4 Global Politics in Year 11 or Year 12.

Possible Pathways

Students may wish to study Global Politics at either Year 11 or Year 12. Students in Year 11 who wish to attempt a Unit 3 & 4 subject may find Global Politics an attractive option, while students in Year 12 who have already completed some Unit 3 & 4 subjects may wish to expand their options, improve their general knowledge and pursue the prospect of a better result in this subject.

For further information see

Adam Scanlon; Jai Rochester

Relevant links

[Study Design 2018 - 2023](#)



Humanities - Interdisciplinary & other fields

Philosophy Units 1&2

VCE Philosophy is a broad introduction to western philosophy and its methods of inquiry. Students explore what philosophers have written and said about existence, knowledge, ethical and political values, and beauty. However the key emphasis is on doing philosophy. Students will develop their reasoning and logical skills to evaluate ideas and come up with their own ideas.

Unit 1 explores existence, knowledge, and reasoning. The study of what exists and what reality is like (metaphysics) will lead students to investigate many large and puzzling questions such as 'does God exist?' and 'do our minds influence the world around us?' The study of knowledge (epistemology) will prompt students to examine how we know things and whether we can really know anything. Crucially, students learn inquiry skills to enable them to dig into these big questions.

Unit 2 explores questions of value. Students will consider ethical values and where they come from and will ultimately need to justify their decisions about what the right thing to do and the wrong thing to do is. Students will also investigate values relevant to political thinking, such as 'justice', 'equality', and 'freedom'. Finally, the study of aesthetic value will lead to an inquiry into 'what is art?' and 'what makes something beautiful?'

Assessment

- Short-answer questions
- Extended responses
- Essays
- Exam

Advice to students

Philosophy is an interesting, deep thinking, and academic subject for students who can develop their own ideas through both writing and speaking.

Students interested in undertaking Philosophy Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Elliot Wall, Josh Melican, Kevin Hoole

Relevant links

[Study Design 2019 - 2024](#)



Philosophy Units 3&4

Unit 3

This unit revisits the issues associated with Philosophy of Mind in greater detail, with studies of the work of Descartes, Nagel and Smart on the subject. Students are also introduced to the problem of 'self' and identity through the works of Locke, Hume and Michaels. Students will not only analyse the ideas of these philosophers in depth but will also be called upon to apply their teachings to contemporary issues.

Unit 4

This unit focuses on what it means to live a 'good life'. Through the works of Plato, Aristotle, Nietzsche and Wolf, students will be asked to consider the role that happiness, self-discipline, morality and altruism can play in leading a rich and full life. As well as critically analysing the work of these philosophers, students will be required to apply their ideas to our contemporary society.

Assessment

- Ongoing coursework
- School Assessed Coursework
- Exam

Advice to students

There are no prerequisites for entry into Unit 3 Philosophy, although it is strongly recommended that students complete Unit 1 & 2 Philosophy before entering Unit 3.

For further information see

Kevin Hoole, Josh Melican, Elliot Wall

Relevant links

[Study Design 2019 - 2024](#)



Chinese First Language Units 1&2

Chinese aims to develop students' ability to use Chinese to communicate with others, to understand and appreciate their own and other cultures, to develop their understanding of language as a system and their potential to apply Chinese to work, further study, train or for leisure.

The language to be studied and assessed is the modern standard/official version of Chinese. Modern Standard Chinese is taken to be *putonghua* in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either complex or simplified characters in their writing.

Assessment

- Present and exchange information, opinions and experiences and respond to questions.
- Analyse and use information from spoken and viewed texts.
- Express ideas through the production of original imaginative written texts.

Advice to students

Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

For further information see

Yongzhong Zhu

Relevant links

[Study Design](#)



Chinese First Language Units 3&4

Chinese aims to develop students' ability to use Chinese to communicate with others, to understand and appreciate their own and other cultures, to develop their understanding of language as a system and their potential to apply Chinese to work, further study, train or for leisure.

The language to be studied and assessed is the modern standard/official version of Chinese. Modern Standard Chinese is taken to be *putonghua* in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either complex or simplified characters in their writing.

Assessment

- Analyse and use information from spoken and viewed texts.
- Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.
- Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.
- External exam

Advice to students

Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Students must undertake Unit 3 prior to undertaking Unit 4.

For further information see

Yongzhong Zhu

Relevant links

[Study Design](#)

Languages

Languages



VET Chinese Certificate 3 (completed over Year 11 and 12)

The VCE VET Applied Language program aims:

- to provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English
- to enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Assessment

- Certificate III in Applied Language provides four core units of competency
- Conduct routine oral communication for social purposes in Chinese
- Conduct routine workplace oral communication in Chinese
- Read and write routine documents for social purposes in Chinese
- Read and write routine workplace documents in Chinese

Advice to students

This program is especially attractive for students of non-Chinese speaking background and is based on competency rather than marks. Completion of the Certificate 3 gives an increment of 10% of the lowest primary four studies to the ATAR (see link for further information). It is completed over Year 11 and 12.

ATAR Contribution example		
Study	Scaled score	ATAR contribution
English	30.16	30.16
Further Maths	32.08	32.08
Visual Arts	31.59	31.59
Literature	30.12	30.12
VET Chinese CERT III (unscored – Satisfactory)		3.01 (10% of lowest in Primary 4)
Aggregate:		126.96

For further information see

Yongzhong Zhu

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vet/appliedlanguage/ExtractAppliedLanguage2018.pdf>

French Units 1&2



VCE SUBJECTS

French focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in French and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

French would suit any student with an interest for exploring other cultures (the francophone community is diverse) and a desire to communicate in French.

There are no prerequisites for entry to Units 1&2, however they are designed designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Pierrick Hubert, Aurelie Charenton, Audra Keane

Relevant links

[Study Design 2019 - 2023](#)



French Units 3&4

French focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

Unit 3 investigates the way French speakers interpret and express ideas and negotiate and persuade in French through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in French to resolve a personal issue
- Interpret information from texts and write responses in French.
- Express ideas in a personal, informative or imaginative piece of writing in French.
- Share information, ideas and opinions in a spoken exchange in French.
- Analyse information from written, spoken and viewed texts for use in a written response in French.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.
- External exam

Advice to students

French would suit any student with an interest for exploring other cultures (the francophone community is diverse) and a desire to communicate in French.

It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Pierrick Hubert, Aurelie Charenton

Relevant links

[Study Design 2019 - 2023](#)



Greek Units 1&2

Greek focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in Greek and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that dialects and language variations exist, but they are not required to study them.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

Greek would suit any student with an interest for exploring other cultures and a desire to communicate in Greek.

There are no prerequisites for entry to Units 1&2, however they are designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Eva O'Hehir

Relevant links

[Study Design 2019 - 2023](#)



Greek Units 3&4

Greek focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Greek on a range of themes and topics.

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that regional dialects exist, but they are not required to study them.

Unit 3 investigates the way Greek speakers interpret and express ideas and negotiate and persuade in Greek through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of Greek-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in Greek to resolve a personal issue
- Interpret information from texts and write responses in Greek.
- Express ideas in a personal, informative or imaginative piece of writing in Greek.
- Share information, ideas and opinions in a spoken exchange in Greek.
- Analyse information from written, spoken and viewed texts for use in a written response in Greek.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.
- External exam

Advice to students

Greek would suit any student with an interest for exploring other cultures and a desire to communicate in Greek

It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Eva O’Hehir

Relevant links

[Study Design 2019 - 2023](#)

Languages

Italian Units 1&2



Italian focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in Italian and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that regional dialects exist, but they are not required to study them.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

Italian would suit any student with an interest for exploring other cultures and a desire to communicate in Italian.

There are no prerequisites for entry to Units 1&2, however they are designed designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Arcangela Cappelli

Relevant links

[Study Design 2019 - 2023](#)



Italian Units 3&4

Italian focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that regional dialects exist, but they are not required to study them.

Unit 3 investigates the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in Italian to resolve a personal issue
- Interpret information from texts and write responses in Italian.
- Express ideas in a personal, informative or imaginative piece of writing in Italian.
- Share information, ideas and opinions in a spoken exchange in Italian.
- Analyse information from written, spoken and viewed texts for use in a written response in Italian.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.
- External exam

Advice to students

Italian would suit any student with an interest for exploring other cultures and a desire to communicate in Italian. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Arcangela Cappelli

Relevant links

[Study Design 2019 - 2023](#)



Foundation Mathematics Units 1&2

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1&2 are:

- Space, shape and design
- Patterns and number
- Data
- Measurement

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, equations and graphs with and without the use of technology.

Assessment

- Statistics SAC
- Planning a Holiday SAC
- Building a House SAC

Advice to students

Northcote HS offers this subject to Year 10 students instead of Year 10 mathematics.

Students wishing to attempt General Mathematics Units 3&4, would need to do satisfactorily complete General Mathematics Units 1&2 at a minimum.

For further information see

Adam Coxsell or Kodie Nielsen

Relevant links

[Study Design 2023 - 2027](#)



Foundation Mathematics Units 3&4

Foundation Mathematics places a focus on providing students with the knowledge, skills and understanding required to solve problems in real world contexts, for a range of workplace, personal, and community settings. The areas of study for unit 3&4 are:

- Algebra, number, and structure
- Data analysis, probability, and statistics
- Discrete mathematics
- Space and measurement

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

Assessment

- Unit 3 and 4 School-assessed Coursework: 60 per cent
- Units 3&4 Examination 1: 40 per cent

Advice to students

Students interested in undertaking Foundation Mathematics Units 3&4 are required to have undertaken either Foundation Mathematics Units 1&2 or General Mathematics Units 1&2.

For further information see

Kodie Nielsen, Adam Coxsell

Relevant links

[Study Design 2023 - 2027](#)



General Mathematics Units 1&2

General Mathematics Units 1&2 provides preparation for study of VCE General Mathematics at the Unit 3 and 4 level.

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

In undertaking these units, students are expected to be able to apply processes and techniques to both basic skill questions and analysis-style problems with the use of CAS technology. Connections to real life situations are a feature of these units.

Assessment

- Skill building tasks
- Skills Tests
- SACs (School Assessed Coursework)
- Examination 1 Multiple Choice (1.5 hours)
- Examination 2 Short Answer Analysis (1.5 hours)

Note: Skills Tests, SACs and Examinations are completed with a CAS calculator and a bound reference book.

Advice to students

Most students who undertake General Mathematics Units 1&2 proceed to take General Mathematics Units 3&4 in year 12. Students may also choose not to continue with year 12 Mathematics units.

Students may also choose to take General Mathematics Units 1&2 concurrently with Mathematical Methods or on its own.

For further information see

Hamish Ramsay, Laura Ritchie, Hannah Zhang, Sarah Michaelides

Relevant links

[Study Design 2023 - 2027](#)

General Mathematics Units 3&4



General Mathematics Units 3&4 provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important.

General Mathematics consists of two areas of study, a compulsory Core area of study completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules: 'Matrices' and 'Graphs and relations'.

'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and 'Matrices' and 'Graphs and relations' each comprise 20 per cent of the content to be covered.

In undertaking these units, students are expected to be able to apply processes and techniques to both basic skill questions and analysis-style problems with the use of CAS technology.

Assessment

- Unit 3 and 4 School-assessed Coursework
- Units 3&4 Examination 1
- Units 3&4 Examination 2

Advice to students

Students interested in undertaking General Mathematics Units 3&4 are required to have undertaken General Mathematics Units 1&2 and/or Mathematical Methods Units 1&2.

Access to CAS technology is a requirement for satisfactory completion of General Mathematics Units 3&4.

For further information see

Sophie Cozaris, Voula Kanellopoulos, Rachel Carey, Adam Coxsell

Relevant links

[Study Design 2023 - 2027](#)

Mathematics

Mathematical Methods Units 1&2



Mathematical Methods is the study of mathematical functions and tools related to their analysis, including the use of CAS technology.

Unit 1 explores the properties of many fundamental mathematical functions, including polynomial functions, hyperbolae, exponential, logarithmic and circular functions. Key skills for this unit include solving algebraic equations, graphing functions and identifies features such as turning points, intercepts and asymptotes.

Unit 2 explores differentiation and integration of mathematical functions, including applications of these tools. Basic properties of probability and statistics are also explored. Key skills for this unit are finding rates of change and areas under curves.

Assessment

- Examination 1 (Technology free, no calculator, no notes)
- Standard Short Answer questions (60 minutes)
- Examination 2 (Technology active, using calculator and reference material)
 - Multiple Choice and Analysis Questions (90 minutes)
- SACs (School Assessed Coursework) – two or three per semester

Advice to students

Mathematical Methods would suit any student with a keen interest and demonstrated ability with algebra and with mathematical functions. Working with CAS technology is a key component of this subject.

Students interested in undertaking Mathematical Methods Units 3&4 are strongly recommended to have taken Units 1&2.

For further information see

Kirsty Phillips, Teena Pavlatos, Rachel Carey, Reuben Malcolm, Geoff Thomas, Michael Collett, Hamish Ramsay

Relevant links

[Study Design 2023 - 2027](#)

Mathematical Methods Units 3&4

VCE Mathematical Methods extends the study of mathematical functions completed in Units 1&2 and tools related to their analysis, including the use of CAS technology. It has a heavy focus on the applications of the functions in both practical and theoretical contexts.



VCE SUBJECTS

Unit 3 builds on Units 1&2 by continuing to explore the properties of a wide variety of mathematical functions. New differentiation tools are used to identify turning points and their nature. The key skills involved are algebraic manipulation, graphing techniques and differentiation skills.

Unit 4 explores integration techniques and their applications, including the area of regions and finding the probability in different distributions. The key skills involved are algebraic manipulation, graphing techniques, differential and integral calculus skills, and probability application.

Assessment

- SAC 1: Application task: Functions and Calculus
- SAC 2: Modelling task: Calculus
- SAC 3: Problem-solving task: Probability and Statistics
- Exams and topic tests

Advice to students

Mathematical Methods would suit any student with a keen interest and demonstrated ability in working with algebra and mathematical functions. Working with CAS technology is a key component of this subject.

Students are strongly encouraged to have completed the Mathematical Methods Units 1&2 course before taking on this subject.

For further information see

Kirsty Phillips, Adam Coxsell, Corey Walker, Reuben Malcolm, Teena Pavlatos

Relevant links

[Study Design 2023 - 2027](#)

Mathematics

Specialist Mathematics Units 1&2

Specialist Mathematics is an intensive study into more abstract and stimulating Mathematics than students have been exposed to in their high school experience so far. Students will cover entirely new areas of Mathematics including complex numbers, vectors and calculus. To underpin these new subject areas, students will also develop deep knowledge of the areas of algebra and trigonometry, as these skills will serve as the basis for their journey discovering the novel areas of Mathematics.



VCE SUBJECTS

Unit 1 begins with a deep study of algebra where students further develop new skills with linear and quadratic algebra, as well as developing new skills such as partial fraction decomposition. This is followed by a study of trigonometry, looking into further skills than students have previously experienced. Students make connections between trigonometric graphs, the unit circle and triangular geometry. Unit 1 ends with a study of advanced graphing techniques, such as graphing the reciprocal of functions as well as using parametric equations to produce graphs.

Unit 2 consists of a study of complex numbers, where students discover and begin to manipulate and graph combinations of real and imaginary numbers. This is followed by a study of vectors, a field of mathematics used heavily in Physics and Computing. Finally, the students embark on a study of differential calculus and of probability.

Assessment

- Set book work
- SACs twice a semester
- Two examinations at the end of each semester

Advice to students

Specialist Mathematics Units 1&2 will provide an exciting challenge for any student interested in and very capable at Mathematics. It is a rewarding opportunity to discover entirely new areas of Mathematics.

Students interested in taking Specialist Mathematics Units 3&4 are required to complete Units 1&2 first.

For further information see

Michael Waiser, Laura Ritchie, Reuben Malcolm

Relevant links

[Study Design 2023 - 2027](#)



Specialist Mathematics Units 3&4

Specialist Mathematics is a survey course in applied mathematics. Students learn fundamental skills and concepts related to vectors, complex numbers, differential and integral calculus, functions and statistics. These concepts and skills are then applied to solve problems related to differential equations, physics and statistics.

Assessment

- SAC 1: Unit 3 Application Task (Functions and graphs, Algebra, Calculus)
- SAC 2: Unit 4 Problem Solving Analysis Task 2 (Differential Equations)
- SAC3: Unit 4 Modelling Task (Mechanics/Dynamics)
- External Exams

Advice to students

It is essential that students intending to take Specialist Mathematics Units 3&4 have successfully completed Specialist Mathematics Units 1&2 and Mathematical Methods Units 1&2.

For further information see

Michael Waiser, Laura Ritchie, Reuben Malcolm

Relevant links

[Study Design 2023 - 2027](#)

Algorithmics Units 3&4 (HESS)



VCE SUBJECTS

Computing is central to our society and economy and drives innovation across many fields of human endeavour. Computation has fundamentally transformed the way we conduct science and engineering, as simulation, virtual experiments, and computational analysis and prediction have become indispensable parts of the contemporary scientific method.

Computation enables us to make sense of data, whether the data concerns the environment, the economy, health, entertainment, social and organisational structures, or any other sphere of human experience. Algorithmics underpins all computational methods and only through using algorithms can there be full appreciation of their potential and limitations, allowing the development of efficient computational solutions.

VCE Algorithmics (HESS) provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed the study. The study also provides a conceptual framework for structured and analytical problem-solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

Unit 3: This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming.

Unit 4: This unit focuses on the performance of algorithms and the scope and limitations of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively.

This course can provide credit for university studies in Computer Science at Monash University, Swinburne University, RMIT University, Deakin University and at other universities on request. (*Higher Education Scored Study).

Assessment

- Units 3 and 4 School-assessed Coursework: 20 percent.
- Units 3 and 4 School-assessed Task: 20 percent.
- External Examination: 60 per cent.

Advice to students

It is essential that students intending to take VCE Algorithmics (HESS) have successfully completed VCE Mathematics Methods Units 1 and 2. Students are encouraged to be currently enrolled in or have successfully completed VCE Mathematical Methods Units 3 and 4.

For further information see Kodie Nielsen

[Relevant links Study Design 2023 - 2027](#)

Performing Arts

Drama Units 1&2



Unit 1 Students study a range of performance styles and examine performances that go beyond re-creation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised ensemble performance that includes real or imagined characters and is based on stimulus material. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2 Students study aspects of Australian identity in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance from a contemporary or historical Australian context. Students further develop their knowledge of the conventions and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work. Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts.

Assessment

- Creation of a performance
- Perform a devised ensemble and solo
- Ensemble, solo and performance analysis
- Examination

Advice to students

Drama would suit any student with an interest performance and who enjoys performing. Its stimuli comes from many different sources so can draw on student interests. It involves both practical and theoretical work.

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

For further information see

Liz Bastian

Relevant links

[Study Design 2019 - 2024](#)

Performing Arts

Theatre Studies 1&2

Unit 1 This unit focuses on the application of acting, direction and design in relation to



VCE SUBJECTS

theatre styles from the pre-modern era, that is, works prior to the 1920s. They focus on at least three distinct theatre styles and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Naturalism/Realism, Noh, Bunraku and Kabuki, other traditional indigenous theatre forms, among others. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2 Using a similar course structure to Unit 1, this unit focuses on theatre styles from the modern era, that is, the 1920s to the present. Students focus on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Eclectic theatre, Physical theatre, Verbatim theatre, and a range of others.

Assessment

- Interpretation of a Scripted Performance, both ensemble and solo.
- Presentation of a Scripted Performance, both ensemble and solo.
- Analysis of Own and Professional Performances using drama language.
- Examination

Advice to Students

Theatre Studies would suit any student who is interested in performing and / or design. The plays presented are chosen from a wide variety of scripts covering a diverse range of themes, characters and styles. Theatre Studies in VCE provides an opportunity for students who are interested in design and production as well as performance. It involves both practical and theoretical work. There are no pre-requisites for entry into Units 1 and 2.

For further information see:

Liz Bastian

Relevant links

[Study Design 2019 - 2024](#)

Performing Arts

Drama Units 3&4



VCE SUBJECTS

Unit 3 Students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions and work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style/s. They use play-making techniques then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. They experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific audience impact. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance

Unit 4 This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles and associated conventions to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment

- Devise, present and analyse an ensemble
- Devise, describe and present a mini solo
- Analyses of a professional performance and your solo performance
- Solo Performance Examination and Written Examination

Advice to students

Drama would suit students with an interest in performance and those who enjoy performing. Its stimuli comes from many different sources so can draw on student interests. It involves both practical and theoretical work. There are no prerequisites for entry to Units 3. Students must undertake Unit 3 and Unit 4 as a sequence.

For further information see

Liz Bastian

Relevant links

[Study Design 2019 - 2024](#)

Performing Arts

Music Unit 1&2

In Unit 1 students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.



VCE SUBJECTS

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

In Unit 2 students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

Assessment

- Performing: solo and group performances
- Creating: composing and developing ideas
- Responding: written and aural music theory, analysis of music

Advice to students

It is highly recommended that students:

- Enrol in music lessons on their principle instrument (including voice)
- Express passion for their instrument and performance

Unit 1&2 Music is a pathway to Unit 3&4 Music Contemporary Performance and Unit 3&4 Repertoire Performance.

For further information see

Ms Jackie Brogan, Ms Cindy Frost

Relevant links

[Study Design 2023 – 2027](#)



Music Contemporary Performance Units 3&4

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Unit 3 In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4 Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Assessment

- Performing: own choice, reimagined work, Australian work created since 1990, statement of intent
- Analysing for performance: planning of reimagined work, repertoire analysis
- Responding: written and aural music theory, analysis of music

Advice to students

It is highly recommended that students:

- Complete Unit 1&2 Music
- Enrol in music lessons on their principal instrument (including voice)
- Express passion for their instrument and performance

For further information see

Jackie Brogan, Cindy Frost

Relevant links

[Study design 2023-2027](#)



Music Repertoire Performance Units 3&4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices.

Unit 3 Students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4 Students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Assessment

- Performing: solo and ensemble, prescribed work, Australian work created since 1990
- Analysing for performance: practice plan, analysis of repertoire
- Responding: written and aural music theory, analysis of music

Advice to students

It is highly recommended that students:

- Complete Unit 1&2 Music
- Enrol in music lessons on their principal instrument (including voice)
- Express passion for a style, genre, artist that they wish to research

For further information see

Jackie Brogan, Cindy Frost

Relevant links

[Study design 2023-2027](#)



Music Inquiry 3&4

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Unit 3 In this unit, students compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support. Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others.

Unit 4 Students choose an area of investigation (style, performer, creator or musical genre), and discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

They perform on their chosen instrument. The works performed will come from their chosen area of investigation. They create/arrange a music work. The work should demonstrate direct connections to the chosen Area of Investigation.

Students continue to respond to a wide variety of music excerpts from a range of different music traditions, times and locations. In their responses, they continue to develop skills in identifying and describing similarities and differences between musical approaches.

Assessment

- Perform works and describe influences
- Investigation proposal
- Analysis of works

Advice to students

It is highly recommended that students:

Complete Unit 1&2 Music

Enrol in music lessons on their principal instrument (including voice)

Express passion for their instrument and performance

For further information see

Jackie Brogan, Cindy Frost

Relevant links

[Study design 2023-2027](#)



Music Composition 3&4

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Unit 3 In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

Unit 4 In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

Assessment

- Develop short compositions and document influences
- Create an original work
- Analysis of works

Advice to students

It is highly recommended that students: Complete Unit 1&2 Music ,enrol in music lessons on their principal instrument (including voice), express passion for their instrument and performance

For further information see

Jackie Brogan, Cindy Frost

Relevant links

[Study design 2023-2027](#)



Science

Biology Units 1&2

Unit 1: How do organisms regulate their functions?

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

Unit 2: How does inheritance impact on diversity?

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

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

Assessment

Unit 1

- Media/data analyses
- Practical investigations (including extended investigation)
- Exam

Unit 2:

- Media/data analyses
- Research project
- Exam

Advice to students

It is highly recommended that students who are interested in undertaking Biology Units 3 & 4 take Units 1 & 2

For further information see

Andrew Fry, Luke Slingsby, Katie Turner, Grant Tucker

Relevant links

[Study Design](#)



Biology Units 3&4

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Assessment

- A report on three practical investigations
- Data analysis task
- Response to an issue or laboratory investigation
- Scientific poster based on a student investigation undertaken either in Unit 3 or 4, or across both units

Advice to students

Biology is a pre-requisite for some university science courses but not all. Make sure that you are aware of the pre-requisites of any courses you are interested in applying for.

For further information see

Luke Slingsby, Katie Turner, Andrew Fry

Relevant links

[Study Design](#)



Chemistry Units 1&2

Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Unit 2

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Assessment

- SAC 1: Data analysis - Analysing second hand data
- SAC 2: Research Report
- SAC 3: Test
- SAC 4: Practical report
- SAC 5: Practical investigation
- SAC 6: Student designed practical investigation
- Examination

Advice to students

Chemistry would suit students who are interested in science and explaining the properties of different materials using various models. Students are encouraged to complete Unit 1 and 2 Chemistry if they are to complete Unit 3 and 4 Chemistry.

For further information see

Salome Broch, Michael Collette, Nhan Do and Rohan Griffiths

Relevant links

[Study Design 2023-2027](#)



Chemistry Units 3&4

Unit 3 In this unit, students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations and apply Faraday's laws to calculate quantities in electrolytic reactions. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4 In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. They study the ways in which organic structures are represented and named. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. They investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

Assessment

- SAC 1: Practical Investigation- Combustion of fuels
- SAC 2: Data analysis- Faraday's Laws
- SAC 3: Practical Investigation- Equilibrium
- SAC 4: Practical Investigation- Esters
- SAC 5: Data analysis- NMR
- SAC 6: Enzyme investigation
- SAC 7: Extended practical investigation
- Examination

Advice to students

Chemistry would suit students who are interested in science and explaining the properties of different materials using various models. Students are encouraged to complete Unit 1 and 2 Chemistry if they are to complete Unit 3 and 4 Chemistry.

For further information see

Nhan Do, Salome Broch, Rohan Griffiths, Michael Collett

Relevant links

[Study Design 2023-2027](#)



Environmental Science Units 1&2

Unit 1 Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects. In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes.

Unit 2 A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields. In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations.

Assessment

- SAC 1: Practical Report
- SAC 2: Analysis and Evaluation of a case study
- SAC 3: Practical Investigation
- SAC 4: Response to "How can we manage food and water security?"
- SAC 5: Analysis and Evaluation of a case study -
- SAC 6: Report on the management of a pollutant

Advice to students

This subject suits students interested in an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analysing the functions of both living and non-living elements that sustain Earth systems.

For further information see

Rohan Griffiths & Nhan Do

Relevant links

[Study Design](#) 2022-2026



Environmental Science Units 3&4

Unit 3 In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4 In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Assessment

- SAC 1: Field Work
- SAC 2: Sustainable Development Test
- SAC 3: Practical Reports
- SAC 4: Climate Test
- SAC 5: Scientific Poster

Advice to students

Students interested in an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analysing the functions of both living and non-living elements that sustain Earth systems.

For further information see

Rohan Griffiths and Nhan Do

Relevant links

[Study Design](#) 2022-2026



Physics Units 1&2

Unit 1: 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: 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.

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.

Assessment

Assessment includes a compulsory structured scientific poster reporting on an extended practical investigation. Other assessments may include: tests, a report of a student investigation, research tasks and an end of year examination.

Advice to students

It is strongly recommended that students who wish to study Units 3&4 Physics study Units 1&2 Physics.

For further information see

Corey Walker, Carolyn Hutchens, Kun Qian

Relevant links

[Study Design 2023-2027](#)



Physics Units 3&4

Unit 3: In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format

Unit 4: A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model.

Assessment

Includes a compulsory structured scientific poster reporting on an extended practical investigation. Other assessments may include: tests, data analysis, response to structured questions, explanation of the operation of a device and an end of year examination.

Advice to students

It is strongly recommended that students who wish to study Units 3&4 Physics study Unit 1 & 2 Physics.

For further information see

Michael Waiser, Carolyn Hutchens, David Macindoe, Kirsty Phillips

Relevant links

[Study Design 2023-2027](#)



Psychology Units 1&2

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour, looking at the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, and mental wellbeing.

Unit 1: 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
- explore brain plasticity and the influence that brain damage may have on a person's psychological functioning
- consider the complex nature of psychological development, including situations where psychological development may not occur as expected
- examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions

Unit 2: 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.
- evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.
- explore a variety of factors and contexts that can influence the behaviour of an individual and groups.
- 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.

Assessment

- Scientific Investigations and exams (one per unit)
- Other assessments may include tests, research investigations, media responses, evaluations of research, data analyses, response to a psychological issue, or an annotated folio of practical activities.

Advice to students

Psychology, as the study of human behaviour focuses heavily on theories and research evidence, rather than practical experiments. There are no prerequisites for this study, however students are encouraged to have previously studied Body and Mind.

For further information see

Joanne Foley, Liz Lenthall, Sarah Michaelides, Adam Scanlon and Grant Tucker (Head of Science)

Relevant links

[Study Design 2023-2027](#)



Psychology Unit 3&4

Psychology is the scientific study of human behaviour. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students will:

- use mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.
- use research methods to collect and analyse data and make evaluations

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. Students also consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing.

Students will:

- focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span and analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning
- investigate the concept of mental wellbeing as a continuum and understand how this fluctuates over time and study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual's mental functioning and mental health using specific phobia as an example.

Assessment

Assessment includes a compulsory structured scientific poster. Other assessments may include: analysis and evaluation of at least one psychological case study, experiment, model or simulation; analysis and evaluation of generated primary and/or collated secondary data; comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities; analysis and comparison of two or more contemporary media texts.

Advice to students

It is strongly recommended that students have studied Unit 1 & 2 Psychology.

For further information see

Joanne Foley, Rachel Kan, Liz Lenthall, Sarah Michaelides, Adam Scanlon

Relevant links

[Psychology Study Design 2023-2027](#)



Media Units 1&2

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 1: Students will be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences. They will also produce a series of media products that reflect a representation in a variety of media forms. They will be taught structural features of Australian narratives and how they are made for and read by audiences.

Unit 2: Students will analyse the intentions of filmmakers and how media creates meaning for audiences through the study of narrative and genre. Students will then apply those techniques into a student led narrative production. Finally, students will discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

Assessment options include a roughly 50/50 split of practical production work and theoretical analysis.

Print media, photography, digital design, short films, advertising, audio productions and more.

Analytical essays and short answer questions

Pre-production folios and planning documentation.

Advice to students

Potential pathways include any media work or theory analysis as well as learning skills in project management, UX design, photography/film, advertising/copywriting, govt regulation and some handy hints on how to be a media influencer.

For further information see

Dean Ashton, Ruby Lappin-Lee, Alora Young

Relevant links

[Study Design 2024- 2028](#)



Media Units 3&4

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 3: During Unit 3, students should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences. They will also research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production that forms their major project. They will also develop and document a media production design plan for their major project.

Unit 4: In Unit 4 they will enact their production plan from Unit 3 for their selected media form for a specified audience in that they produce, edit and evaluate their productions. Finally they will discuss issues of agency and control in the relationship between the media and its audience and the challenges of a globalized media landscape.

Assessment

SAC - Unit 3 Outcome 1: Analysis of one key film (10%)

SAT Major Media Production (40%) Media production development – production tests and case study research to inspire major production. Media production Design – Pre-production planning and the production and post-production planning.

SAC Unit 4: Outcome 2: Agency and control (10%) Evaluating regulation and issues surrounding ethics and influence of media and the challenges of a globalized media landscape.

Exam (40%)

Advice to students

Potential pathways include any media work or theory analysis as well as learning skills in project management, UX design, photography/film, advertising/copywriting, govt regulation and some handy hints on how to be a media influencer.

For further information see

Dean Ashton, Alora Young

Relevant links

[Study Design 2024 - 2028](#)

Visual Arts



Art Creative Practice Unit 1&2

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. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

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. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

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

Assessment:

- Extended written response/s
- Range of personal visual responses
- Documentation of Creative Practice

Advice to students

Students interested in historical and contemporary art, creating art, contemporary social and political issues, philosophy, and psychology could be interested in Art, Creative Practice. You will develop skills in research and Art criticism to interpret and debate the issues raised by historical and contemporary artists. You will create art that will draw upon your personal ideas, influenced by your social, cultural, emotional, and physical experiences. You will develop knowledge and skills in various art forms, materials, and techniques so you can visually express your ideas as artworks.

For further information see
Christine Martin, Barry Drinan

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx>



Art Creative Practice Units 3&4

Unit 3

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

Unit 4

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Assessment

- Research of selected artists written response
- Finished artwork/s
- Critique/s
- Body of work using Creative Practice and the Interpretive Lens

EXAM: 30% SATS: 60% SAC: 10%

Advice to students

Students interested in historical and contemporary art, creating art, contemporary social and political issues, philosophy, and psychology could be interested in Art, Creative Practice. You will develop skills in research and Art criticism to interpret and debate the issues raised by historical and contemporary artists. You will create art that will draw upon your personal ideas, influenced by your social, cultural, emotional, and physical experiences. You will develop knowledge and skills in various art forms, materials, and techniques so you can visually express your ideas as artworks.

**For further information see
Christine Martin, Barry Drinan**

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx>



Art Making and Exhibiting (Studio Arts) Units 1&2

Unit 1 Explore, expand and investigate

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2 Understand, develop and resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. Students explore how art elements and art principles create visual language in artworks and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks.

Assessment

- Visual Arts journal
- Finished artworks
- Information for an exhibition
- Thematic exhibition
- Experimental artworks and documentation
- Finished artworks

Advice to students

Students interested in art, art history, creating art, exhibiting art, philosophy and psychology could be interested in Art Making and Exhibiting. It is a creative hands on subject which allows students to delve into metaphors and symbols while developing their own art practice.

For further information see

Jerome Rush, Catherine De Sousa, Christine Martin, Barry Drinan

Relevant links

[Study Design](#)



Art Making and Exhibiting (Studio Arts) Units 3&4

Unit 3 In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Unit 4 In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. Students will progressively refine their artworks through the visual journal demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Throughout the unit students demonstrate their ability to communicate to others about their artworks. Students organise the presentation of their finished artworks and make decisions on how their artworks will be displayed.

Assessment

- Visual Arts journal
- Artworks in specific art forms
- Critiques
- Research and plan exhibition of three artists
- One finished artwork
- Presentation, conservation and care of artworks

SATS: 60%

SACS: 10%

EXAM: 30%

Advice to students

Art Making and Exhibiting would suit any student with an interest in Art, exhibiting artworks and exploring subject matter, history or philosophy. It is a creative subject that allows students to explore materials and ideas and delve into metaphors and symbols while developing their own art practice.

For further information see

Christine Martin, Jerome Rush, Barry Drinan, Catherine De Sousa

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx>



Visual Communication Design Units 1 & 2

OBJ:

Unit 1: Finding, reframing and resolving design problems

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

Unit 2: Design contexts and connections

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

Assessment

- Research task/written report
- Response to brief design task using Develop and Deliver process
- Development of a sustainable object
- Presentation of an environmental design solution
- Design of a digital product
- Application of culturally appropriate design practices/ethical and legal responsibilities
- Folio of work

Advice to students

Visual Communication Design would suit any students with an interest in the following aspects of design: Architecture, Urban Design, Graphic Design, Industrial Design, Furniture Design, Set Design and Interior Design and UX Design. It particularly suits students who are visual, creative and possess problem solving/analytical skills.

For further information see
Christine Martin, Barry Drinan

OBJ:

Relevant Links

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



Visual Communication & Design Units 3 & 4

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Assessment:

- Case study/written report
- Research
- Brief identifying two communication needs
- Critique
- Folio of work
- Two final presentations

SATS: 50% SAC: 20% EXAM:30%

Advice to students

Visual Communication Design would suit any students with an interest in the following aspects of design: Architecture, Urban Design, Graphic Design, Industrial Design, Furniture Design, Set Design and Interior Design and UX Design. It particularly suits students who are visual, creative and possess problem solving/analytical skills.

For further information see

Christine Martin, Barry Drinan, Catherine De Sousa, Jaymie Metcalf

Relevant Links

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



Vocational Education and Training (VET)

VET Units 1 - 4

V.E.T. is an acronym for Vocational Education and Training - a series of vocational, hands-on subjects which involve authentic industry exposure and the development of industry-specific skills.

Competency based assessment

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

Contribution to VCE

VET may contribute to VCE. Some VET programs have a Victorian Curriculum Assessment Authority (VCAA) recognised Unit 1-4 structure. Partial or full completion of other programs may contribute via Block Credit to the completion of VCE.

- Scored VCE VET program can contribute to the Primary Four in the ATAR or as a 5th or 6th subject. A student's Primary Four subjects may be made up of English, with all other sequences derived from scored VCE VET programs. Non scored VCE VET programs usually provide credit at Units 1-4. The ATAR contribution is as a 10% 5th or 6th study increment.
- VFE Block Credit can be used towards satisfactory completion of the VCE but can only be used in calculation of an ATAR if there are fewer than 6 VCE or VCE VET available.

Contribution to VCE VM

VET contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

Advice to students

Most VET programs run for two years and culminate in either a Certificate II or Certificate III qualification. Students who complete the second year of a two-year program can then add this additional qualification to their resume. It is worth noting that a two-year VET program can NOT be entered into once the course is underway, so students who think they may want to explore VET options are encouraged to do so from the beginning of Year 10 or Year 11. Please seek advice on this issue if unsure what is best for you. There are additional costs in the form of materials charges. These vary according to the specific VET subject.

For further information see

Martin Ramsay (VET Coordinator) or Karen Burgess (Careers Practitioner)

Relevant links

<https://schoolbox.nhs.vic.edu.au/homepage/12252> *Please note that applying for VET subjects requires extra steps – see the additional information in this link.*

<https://www.vcaa.vic.edu.au/Documents/vet/GetVET/GETVET.pdf>



VCE Vocational Major (VCE VM)

VCE Vocational Major

The VCE Vocational Major (VM) is a vocational learning program designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

Students undertaking VCE VM study five main areas in year 11 and in year 12:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- VET course, such as a Certificate II, Certificate III or a School Based Apprenticeship or Traineeship (see previous page)

VCE VM has an emphasis on applied, hands on learning whilst also building on reading, writing, numeracy and oracy skills. Below is an outline of each unit of study for unit 1 to unit 4 but often units are integrated for a more holistic approach of the course. There are many projects that can be developed with student input and a focus on the class interests.

Project examples are:

- Planning and managing NHS community garden
- Chip packet project – making thermal blankets for the homeless
- Raising awareness of health and wellbeing within NHS community
- Enterprise project – teams create businesses to raise funds for a charity
- Budgeting for a new home
- Coaching team sports
- Community engagement programs
- Sustainability plan – project to improve sustainability at NHS
- Managing a careers expo for lower years
- Fundraising for charity
- RIJI program – applying and interviewing for a job



Unit 1 and Unit 2 VCE VM

Personal Development Skills

Unit 1: Healthy Individuals

Students will investigate local health-promoting organisations and resources and play a role in designing and implementing activities to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information of health messages.

Unit 2: Connecting with Community

Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Work Related Skills

Unit 1: Careers and Learning for the Future

Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

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.



VOCATIONAL AND OTHER PATHWAYS

Literacy Skills

Unit 1 and Unit 2

Students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Numeracy Skills

Unit 1

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Unit 2

This provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Unit 3 and Unit 4 VCE VM

Personal Development Skills

Unit 3: Leadership and Team Work

Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.



VOCATIONAL AND OTHER PATHWAYS

Unit 4: Community Project

Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience.

Work Related Skills

Unit 3: Industrial Relations, Workplace Environment and Practice

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy and productive workplaces.

Unit 4: Portfolio Preparation and Presentation

Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Literacy Skills

Unit 3 and Unit 4

Students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Numeracy Skills

Unit 3 and Unit 4



VOCATIONAL AND OTHER PATHWAYS

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Competency Based Assessment

Students in VCE VM are assessed as satisfactory (S) or not satisfactory (N) for each key knowledge and key skill that make up a unit of study. There are no exams for VCE VM but students will take part A the GAT.

Advice to students

VCE VM is a great option for students who prefer hands-on learning and have identified a vocational pathway they would like to explore. Students undertake learning at NHS 3 days per week, a VET course 1 day per week, and a work placement 1 day per week.

After completing a VCE VM certificate, students may enter the workforce, undertake further study at TAFE, or start an Apprenticeship or Traineeship. Students may complete further study at university after studying at TAFE or a bridging course.

Due to the limited number of places and the type of learning undertaken, an application process applies to be a part of the VCE VM program.

For further information see

Liz Brown (VCE VM Coordinator) or Karen Burgess (Careers Practitioner)

Relevant Links

<https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx>



Your notes...