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**VCE**

**Victorian Certificate of Education**

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce.

It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally. Most students in Victoria receive their VCE when they complete secondary schooling. Many students outside Australia also study the VCE, including in China, Malaysia, the Philippines, Timor-Leste and Vanuatu.

**How is the VCE structured?**

The VCE course is made up of studies and units, some of which must be studied as a sequence.

A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE.

You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study between 20 and 24 units (five or six studies) in Years 11 and 12. You can take longer than two years to finish the VCE if you need to. Some students start the VCE in Year 10, and some study Units 3 and 4 in Year 11.

You should talk to your teachers or careers counsellor about how to structure your VCE program to best meet your needs.

**What studies can I choose?**

You have a variety of study options in the VCE through which you can pursue your interests and build your skills.

There are more than 90 VCE studies and over 20 VCE VET programs across the humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies.

Each school decides which VCE studies and VET programs it will offer. If your school doesn’t offer your chosen studies, they might be available from another provider.

You may want to consider Virtual School Victoria or the Victorian School of Languages, or you can speak to your VCE coordinator about other options.

**How should I choose which VCE studies to do?**

The best idea is to choose studies that:
- interest you
- you are good at
- lead to a job that interests you
- will help you get into a university or TAFE course that you want to do.

**What do I have to do to achieve my VCE?**

To achieve your VCE you must successfully complete 16 units, including:
- three units from the English group, two of which must be a Unit 3 and 4 sequence
- at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group.
Your teacher can explain the differences between the English group studies or you can find out more on the Victorian Curriculum and Assessment Authority (VCAA) website.

You can complete the remaining units, including the three sequences at the Unit 3 and 4 level, in any study that interests you. This could even be an additional English group study on top of the units you take to meet the minimum English requirement.

Your teacher determines if you have satisfactorily completed a unit, based on the work you submit and your adherence to VCAA and school rules.

**How do I achieve marks in the VCE?**

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances.

For Units 1 and 2 you will receive either S (satisfactory) or N (not satisfactory). Your school may give you a grade for each unit but only the S counts towards your VCE.

For Units 3 and 4 you will have grades calculated from A+ to E, or UG (ungraded) or NA (not assessed) for your assessment tasks, as well as an S or N.

There are three graded assessments for each VCE study at the Unit 3 and 4 level. All VCE VET programs with scored assessment have two graded assessments. Depending on the study, these may be school-based assessments and/or external assessments.

**School-based assessments** are set by your teacher following the requirements set by the VCAA in the relevant study design. They include school-assessed coursework (SAC), which is completed at school, and school-assessed tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers.

**External assessments** are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format. Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair. Examinations are held each year in October and November. Your school will give you plenty of notice about the exact dates of your examinations.

**Can I repeat a unit if I receive an N (not satisfactory)?**

Yes, you can repeat a VCE unit. There is no penalty for repeating but you cannot count a unit more than once towards satisfactory completion of the VCE. If you repeat a unit you must do the full unit, including all assessments for the outcomes.

**What is a study score?**

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in relation to all students doing that study in that year.

**Can I repeat a study to achieve a better study score?**

Yes, you can repeat a study. Repeating a study at the Unit 3 and 4 level can also be a way of improving your study score and Australian Tertiary Admission Rank (ATAR). To do this, it is necessary that you repeat the Unit 3 and 4 sequence of the VCE study.
EXTRA CHALLENGES

Higher Education Study in the VCE

If you’ve done well in your studies and want an extra challenge, you might be able to do a Higher Education Study in Year 12.

A Higher Education Study provides you with a defined pathway into a tertiary program. It can count towards your VCE and the first year of a university course in that study.

Only one Higher Education Study can contribute towards your VCE, and your school has to approve you for the program.

Higher Education Studies are offered by the VCAA in conjunction with most major universities in Victoria. The VCAA website has a list of universities that offer Higher Education Studies. You can find them on the VCE Studies webpage.

VCE – Baccalaureate

You might be eligible for the VCE – Baccalaureate in recognition of the depth, breadth and achievement level of your studies. To receive the VCE – Baccalaureate you must complete the VCE with:

- a score of 30 or above for English, Literature or English Language, or a study score of 33 for English as an Additional Language
- a VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics
- study scores for at least two other Unit 3 and 4 sequences.

Your school can give you more information about the VCE – Baccalaureate.

Awards can provide opportunities and a portfolio that can help your career and personal development.

What is the GAT and why is it important?

All students studying at least one Unit 3 and 4 VCE study (or scored VCE VET study) are expected to sit the GAT. The GAT measures your general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences.

Although the results do not count directly towards your VCE results, they play an important role in checking that school-based and external assessments have been fairly and accurately assessed.

The GAT may also be used to determine Derived Examination Scores for students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

From 2021, the GAT will also be used to measure and report on Literacy and Numeracy standards.

How will I receive my results?

All students who enrol in VCE studies receive a Statement of Results.

If you undertake Units 1 and 2, your statement will be sent to your school. If you are enrolled in at least one Unit 3 and 4 study, the VCAA will mail it to your home address in December. Your Statement of Results includes the overall grade for your school-based and external assessments.

Students who sit the GAT will also obtain a Statement of Results, which shows their results in the three key areas tested.

You will also be issued a certificate when you have successfully completed the VCE.
DISTANCE EDUCATION

Occasionally there are subjects which Mount Beauty Secondary College is unable to offer to students at VCE. The Education facility is able to provide subjects to students at a reasonable cost.

Students who undertake studies by Distance Education are expected to work independently and with limited assistance. The Distance Education tutors are available for scheduled telephone consultations, but are not able to be contacted on demand by students. Students need to be aware that Mount Beauty Secondary College staff are not their teacher for the Distance Education subject and should not be expected to provide assistance.

Distance Education students conduct their studies at school, in the library. They have access to computers and to the telephone during their scheduled study periods. Coursework is submitted via the Distance Education coordinator.

Students need to discuss the possibility of studying by Distance Education with the appropriate coordinator first, with applications made through the Distance Education coordinator.

As the application process is time consuming and late applications could mean a delay in work being delivered to school, students need to apply for Distance Education subjects before the start of a new semester.

Students who fall behind in their studies will need to provide satisfactory reasons for continuing with the course, in writing. Enrolment in Unit 2 and Unit 4 studies is not automatic.

All students undertaking Distance Education are expected to adhere to the following from the Distance Education policy:

**Student Agreement**

*To ensure that students are able to complete their distance education study Mount Beauty Secondary College requires that students agree to the following:*

- Have excellent reports for the previous semester particularly in the areas of homework and work habits to be eligible for Distance Education study
- Complete an enrolment application which has been signed by the Principal and Distance Education Coordinator at Mount Beauty Secondary College.
- Pay their fees promptly after receiving the invoice and purchase all supplementary course material
- Work independently in the library with minimum interaction with other students. Any problems or questions should be taken to the Distance Education Coordinator at Mount Beauty Secondary College
- Keep up to date with all work. If Mount Beauty Secondary College finds that a student is failing to make satisfactory progress they will be withdrawn from the Distance Education programme and entered into a normal class for the remainder of the semester. If the student wishes to continue with Distance Education they may do so privately at home.
ASSESSMENT AND REDEMPTION POLICY 2020

Satisfactory Completion of School-based assessment (SACs and SATs)

Rationale

The Mount Beauty Secondary College VCE Satisfactory Completion policy is based on the following:

- All students have the right to complete their School Assessed Coursework (SAC) under the same conditions to demonstrate achievement of the Learning Outcome(s) for satisfactory completion
- The VCE is designed to cater for all students entering post-compulsory education, and these students should be able to attain satisfactory completion with fair and reasonable effort

School Assessed Coursework (SAC)

- Conditions are strictly common for all classes of a subject
- Students will receive a SAC calendar at the beginning of the year detailing the week of the SAC, the exact date of which will be decided by the teacher posted on COMPASS.
- Students will receive an outline of the nature of the task before the commencement of the SAC
- Students must not bring materials to a SAC, other than those stipulated by the teacher
- Students must not bring any mobile phone or unapproved electronic device into a SAC

Satisfactory Completion (S)

In order to satisfactorily complete a unit, students must demonstrate achievement of the Learning Outcomes set out in the Study Design.

Achievement of an outcome means:

- The work meets the required ‘standard’ as described in the Key Knowledge and Skills for each Learning Outcome
- The work is submitted on time
- The work is clearly the student’s own
- There has been no breach of VCAA or College rules (including SAC absence policy and college attendance requirements)

Non-Satisfactory Completion (N)

The student receives an ‘N’ for the unit when one or more of the following outcomes are not achieved:

- The work does not meet the required ‘standard’ as described in Key Knowledge and Skills for a Learning Outcome
- The student fails to meet the deadline for a SAC
- The work cannot be authenticated
- There has been a breach of VCAA or College rules (including SAC absence policy and college attendance requirements)

If the student does not reach a satisfactory standard, parents will be notified by telephone and in writing, indicating the student is ‘at-risk’ at failing a Learning Outcome from the class teacher and the Senior School Leaders.

Redemption

Redemption is the process of converting an unsatisfactory ‘N’ grade in a particular Learning Outcome to a Satisfactory ‘S’ grade.

- Students are entitled to ONE redemption opportunity to demonstrate that they can achieve the Learning Outcome and thus receive an ‘S’ for the unit
- The redemption opportunity may include a modification of the original task list. This work may include classwork, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome
- Under no circumstance does the work completed in the redemption opportunity receive a new grade or numerical score. It is awarded either an ‘S’ or ‘N’. 
Feedback on Level of Achievement if Not Satisfactory

- Parents/Guardians will be contacted via a phone call by the subject teacher in consultation with Senior School leaders.
- An ‘N’ Outcome ‘redemption’ letter will be sent from the subject teacher to parents in consultation with Senior School leaders. They will have three weeks from the date of notification of the ‘N’ result to redeem the ‘N’ result. [See appendix]
- Parents are encouraged to participate in a face-to-face meeting with the Subject teacher and Senior School leaders.
- If a student is at risk of not meeting the requirements of VCE or the Unit Outcomes for English OR if a student has failed outcomes in multiple Subjects, a meeting needs to be held between all parties.

Final Non Satisfactory result

If a student fails to demonstrate a satisfactory level of understanding as judged by the teacher in their redemption opportunity the following will occur;
- The teacher will give feedback to the student on the outcome
- If insufficient understanding was shown during the redemption period, an ‘N’ would be awarded for the unit.
- Students who have achieved an ‘N’ for a Learning Outcome will be issued with an ‘N’ letter which will be posted and emailed to their parents/guardians. [See appendix]
- The Senior School leaders will meet with the student to discuss the decision and will notify the parents by phone and post an ‘N’ notification document on the COMPASS student’s chronicle.

Unscored VCE

In some instances, if there are concerns about a student’s ability to meet the requirements of VCE, it may be recommended that opting for an ‘Unscored VCE’ is considered. The option of an ‘Unscored VCE’ allows teachers to use alternative methods of assessing a students’ ability to meet the outcomes in a study. This may allow the student to have a greater chance of successfully completing their VCE.

If this is seen to be the best option for a student, they would still be required to:
- Meet the attendance requirements
- Complete all classwork set by the teacher
- Demonstrate their understanding of the Key Skills and Knowledge of the subject’s Learning Outcomes

Students who take up the option of an ‘Unscored VCE’ will not be eligible to receive an ATAR score and may not be eligible to apply for many University courses immediately following the completion of Year 12 studies. Some TAFE studies may also require a study score in a specific study, and this cannot be provided through completing an ‘Unscored VCE’. However, through the completion of alternative tertiary education pathways, the student may be able to enrol in University in the future. Advice needs to be sought from the College Careers Practitioner in conjunction with the student’s parents before taking up this option.
ACCELERATION GUIDELINES FOR STUDENTS

Rationale

• To enable capable students to be academically challenged.

Purpose

• To enhance the preparation of students for the VCE.
• To enable students to maximise their ATAR ranking.
• To provide an additional opportunity to extend and academically challenge students.

Guidelines

• Potential Year 11 and 12 subjects suitable for the program will be identified. Distance Education subjects may also be considered for acceleration.
• Eligible students will have demonstrated their ability to stay up to date with homework and class work across their secondary career, especially in the previous year.
• Student’s progress in the VCE subject will be reviewed regularly to ensure they are coping with the work load.
• Continuation in the program is dependent upon successful completion of Unit 1 or Unit 3.

Issues for Parents/Carers and Students to Consider

• Parents/Carers should consider whether or not they believe their son/daughter has the personal maturity and organisational skills necessary to handle the requirements of acceleration.
• Well developed written skills, an ability to conduct independent research and completing extra work outside of school classes are a significant component of any VCE unit.
• Students wishing to participate in this program must have demonstrated these abilities to a significant degree in a broad range of subjects.

Who is the Acceleration Program for?

Accelerating into a VCE is a decision not to be taken lightly. At Mount Beauty Secondary College, students are encouraged to attempt a VCE study if they seek to challenge themselves while in year 10.
VCAL

Victorian Certificate of Applied Learning

The VCAL is a senior secondary certificate that provides you with practical work-related experience, as well as literacy and numeracy skills that are important for life and work. Like the VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education. If you like hands-on learning and would like to go to a TAFE institute or university, do an apprenticeship or traineeship, or start a job when you finish school, the VCAL may be a good choice.

The course is flexible and enables you to undertake a study program that suits your interests and learning needs in a variety of settings, including schools, TAFE institutes and Adult Community Education centres.

How do I achieve my VCAL?

To achieve your VCAL, you need to complete 10 units of study from four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

If you successfully complete your VCAL, you will receive a Statement of Results that details the areas of study you have completed.

How is the VCAL structured?

The VCAL has three levels: Foundation, Intermediate and Senior. You can start and complete your VCAL at the level that matches your needs and abilities. Speak to your school if you need help with making this choice.

What can my VCAL program include?

Your teacher or careers counsellor can help you develop a VCAL program that suits your particular learning needs and interests.

A VCAL program can include:

- VCAL units
- VCE units
- VET/Further Education modules or units of competency.

Your VCAL learning program must include:

- a minimum of two VCAL units
- at least one Literacy unit
- at least one Numeracy unit
- at least one unit from the Industry Specific Skills strand. At the Intermediate and Senior levels, this must include a unit of study from
  - a VET qualification
  - at least one unit from the Work Related Skills strand
  - at least one unit from the Personal Development Skills strand
  - six credits at the attempted VCAL level (Foundation, Intermediate or Senior) or above. One of these credits must be for Literacy Skills and one must be for Personal Development Skills.

How will I be assessed for VCAL?

All units in your VCAL program are assessed by your teacher and/or registered training organisation (RTO).
WHAT IS VOCATIONAL EDUCATION & TRAINING (VET) IN VCE OR VCAL?

VET allows you to do nationally recognised training as part of your VCE or VCAL. It enables you to combine general and vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare you for the workforce and further study. A list of the approved VCE VET programs is available on the VCAA website. There are three ways to include VET as part of your VCE of VCAL.

1. Complete a VCE VET program

VCE VET units contribute towards satisfactory completion of your VCE or VCAL and will give you a qualification that is recognised around Australia.

VCE VET programs that have Units 3 and 4 can be included in the calculation of an ATAR by the VTAC.

2. Do a school-based apprenticeship or traineeship

To become an apprentice or trainee you have to be in paid work and sign a contract of training, which must be registered with the Victorian Registration and Qualifications Authority. Your VCE or VCAL program would then include:
- VCE or VCAL studies at school
- VET at an RTO, such as a TAFE institute
- part-time paid work in the industry in which you are doing the training.

There are many industries in which you can do a school-based apprenticeship or traineeship as part of your VCE or VCAL, including agriculture, building and construction, early childhood education, and sport and recreation.

A school-based apprenticeship or traineeship qualification contributes to satisfactory completion of the VCE or VCAL in the same way that VCE VET programs do by giving credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

3. Complete a different VET certificate

If you are interested in doing a VET certificate that is not available as a VCE VET program, you may be able to count this training towards satisfactory completion of your VCE or VCAL. Block credit is the name given to this arrangement.

There are specific rules for block credit, so ask your VET or VCE coordinator for more information to ensure your certificate will count towards your VCE or VCAL.
EXTERIOR VET 2021

The school offers a number of VCE VET courses delivered on site as part of the school timetable. In addition to the VCE VET courses offered on site, students may be able undertake an approved VCE VET course provided by an external Registered Training Organisation (RTO).

These courses may be available in a number of ways including:
• VET through distance education (various providers)
• School Based Apprenticeships & Traineeships (SBAT)
• Part Time Apprenticeships & Traineeships

**School based Apprenticeships & Traineeships (available as needed by employers)**

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE or VCAL), with at least one day per week timetabled to be spent on the job or in training during the normal school week.

An SBAT combines:
• part-time, practical experience in the workplace
• recognised, structured training with a Registered Training Organisation
• school studies

SBATs provide the opportunity for young people to gain quality VET qualifications and undertake employment while also completing a senior secondary certificate. Under these arrangements the student is both a full time student and a part time employee with the same employment and training requirements as for other apprentices. A number of people are involved in arranging a SBAT, including the student, parents, employer, TAFE or training organisation, the school and an Apprenticeship Network Provider.

An SBAT requires a minimum of 13 hours per week, consisting of both training and employment, and must be integrated with your school timetable. It contributes towards your VCE or VCAL, leads to a nationally recognized qualification and includes paid work.

**Part-time apprenticeships and traineeships (available as needed by employers)**

Students who undertake an apprenticeship or traineeship that is not integrated into their school timetable will undertake a part-time apprenticeship or traineeship. This type of arrangement may still provide credit into the VCE or VCAL if the College is aware of the arrangement. These arrangements do not require school endorsement.

**VET through Distance Education**

Distance Education providers allow students to undertake a VET course as a correspondence study, although a work placement is usually required as part of the course. Costs will vary considerably depending on the course selected and can range from $1,000 to $8,000 per year. The school (via the Department of Education) will contribute to the course fees, however there may be additional costs for texts, resources and materials fees for individual VET studies.

Enrolment for VET through Distance Education is usually completed during late Term 3 and early Term 4, in consultation with the VET Coordinator, Year Level Coordinator and Senior School Coordinator. Parents and students should be aware that once an enrolment is made in an external VET course, a subsequent withdrawal from the studies may lead to the recovery of course fees already expended by the school at the time of enrolment confirmation.

**Structured Workplace Learning (SWL)**

Structured Workplace Learning (SWL) can be a valuable component of VET qualifications for VCE and VCAL students. SWL is on-the-job training that allows students to develop their work skills and understand employer expectations.
It complements the training undertaken at the school/provider and should be spread across the duration of the training program.

Speak to the VET Coordinator for more information about VET or if you have additional questions.

**Further information:**

*Where to Now?*


An online guide to the VCE, VCAL and apprenticeships and traineeships.
### Year 10

**VCE**
*(Victorian Certificate of Education)*
- English plus 5 other subjects (Year 11)
- English plus 4 other subjects (Year 12)
- Can also include VET* or a SBAT*

**VCAL**
*(Victorian Certificate of Applied Learning)*
- Compulsory literacy, numeracy, work skills & Personal Development unit
- 2 or 3 VCE subjects
- 1 VET* or SBAT*

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**University** - Higher Education
Bachelor Degree

**TAFE** – Training and Further Education
Certificates I – IV
Diplomas & Advanced Diplomas

**Apprenticeships & Traineeships**
On the job training including a VET Certificate

**Workforce** - on the job training

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**TAFE** – Training and Further Education
Certificates I – IV
Diplomas & Advanced Diplomas

**Apprenticeships & Traineeships**
On the job training including a VET Certificate

**Workforce** - on the job training

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### Notes

*SBAT - School Based Apprenticeships or Traineeships involve working one day a week in a workplace and undertaking a Certificate in a related area. Students are paid for their work.

*VET (Vocational Education & Training) subject: industry specific based training and learning, undertaking a Certificate in subject area.
PROPOSED 2021 SUBJECT OFFERINGS

The following units are the list of possible offerings for 2021.

**NB:** Not all will run and some studies will run as a Units 1 – 4 class. If there is a subject that you have a real interest in, you must include it in your preference list from the beginning of the selection process.

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Rationale

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.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

NB: Foundation English can also be undertaken in Units 1 and 2 as an alternative. This will be negotiated with the Senior School Coordinator and the English teacher.

NB: English as an Additional Language (EAL) will be available if required.
VCE FOUNDATION ENGLISH

Rationale

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English.

Please note that students who want to complete their VCE will need to complete Units 3 and 4. VCE English as there is no VCE Foundation English Units 3 and 4.

Entry

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

Unit 1

Area of study 1: ESSENTIALS OF ENGLISH This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Area of study 4: THE STUDY OF TEXTS This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.

Area of study 5: THE ANALYSIS AND CONSTRUCTION OF ARGUMENT This area of study focuses on developing the ability to analyse the oral and written arguments of others, and the skills to structure a logical and supported argument of one’s own, orally and in writing.

Unit 2

Area of study 1: ESSENTIALS OF ENGLISH This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Area of study 2: COMMUNICATION AND THE WORKPLACE This area of study focuses on developing the skills of effective workplace communication. It describes the ways in which students comprehend, compose and respond to oral and written texts in the context of the workplace.

Area of study 4: THE STUDY OF TEXTS This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.
VCE HEALTH AND HUMAN DEVELOPMENT

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. 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.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. 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.
VCE OUTDOOR AND ENVIRONMENTAL STUDIES

Rationale

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Exploring outdoor experiences

This unit 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 and the factors that affect an individual’s access to outdoor experiences and relationships 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: Discovering 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. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. 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.

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also 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.
Unit 4: Sustainable outdoor relationships

In this unit 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. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.
VCE/VET SPORT AND RECREATION
SIS30115 Certificate III in Sport and Recreation

Rationale

The VCE VET Sport and Recreation program is drawn from the SIS Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres. SIS30115

Entry

There are no prerequisites for entry to VCE VET Sport and Recreation.

Program Structure

The VCE VET Sport and Recreation program offers Units 3 and 4 from SIS30115 Certificate III in Sport and Recreation. The Program consists of:
Units 3 and 4:
- five compulsory units of competency

On successful completion of all Units 1, 2, 3 and 4, students are eligible for:
- the award of SIS30115 Certificate III in Sport and Recreation
- recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

VCE VET Units 3 - 4 offers scored assessment and include core units such as conduct sport coaching with foundation level participants, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams.

VCAL

The VCE VET Sport and Recreation program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

NB: The Units 3 and 4 sequence of SIS30115 Certificate III in Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

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

Unit 3: Movement skills and energy for physical activity

This unit 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.

Unit 4: Training to improve performance

In this unit 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. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. 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.
**VCE BUSINESS MANAGEMENT**

**Rationale**

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Unit 1: Planning a business**

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

**Unit 2: Establishing a business**

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

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students’ understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences. Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in 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 way economic models and theories have been developed to explain the causes and effects of human action.

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

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.
Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

Unit 3: Australia’s economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can 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. In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards.

Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4: Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government’s domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government’s domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government’s domestic macroeconomic goals.
VCE AUSTRALIAN AND GLOBAL POLITICS

Rationale

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics.

Entry

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

The two Unit 3 and 4 sequences are discrete and students may enrol in both Unit 3 and 4 sequences.

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.
VCE HISTORY

Please note that the History course for 2021 has two Unit 1 subjects. This is the most suitable combination for students wishing to study the French and Russian Revolution Units 3 and 4.

Unit 1: Global Empires 1400-1775

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Exploration and expansion
• Why did the Age of Exploration occur?
• How did exploration assist in the spread of empires?
• What values and motivations underpinned the new global empires?

Disruptive ideas
• How did new ideas challenge traditional beliefs?
• How did science and technology change daily life?
• How did empires harness new theories and discoveries?

Unit 1: Twentieth Century History 1918-1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Ideology and conflict
• What impact did the treaties which concluded World War One have on nations and people?
• What were the dominant ideologies of the period?
• What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

Social and cultural change
• What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
• How did ideologies affect the daily lives of people?
• How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

Unit 2: Twentieth century history

1945 –2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

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

Rationale

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Entry

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

VCE Indonesian Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Entry to VCE Indonesian Second Language is governed by eligibility criteria which are published on the VCAA website and in the VCE and VCAL Administrative Handbook.

Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.
VCE LOTE INDONESIAN

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.
VCE MATHEMATICS

Rationale

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

Entry

Units 1 and 2

There are no prerequisites for entry to Units 1 and 2; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Enrolment in Specialist Mathematics Units 1 and 2 requires a concurrent enrolment in Mathematical Methods Unit 1 and 2.

Units 3 and 4

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 requires a concurrent enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

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

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further

Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.
Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.
Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How do living things stay alive?

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

Unit 2: How is continuity of life maintained?

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

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.
Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.
VCE CHEMISTRY

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What makes water such a unique chemical?

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

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.
Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. 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 compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their presentations. 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.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. 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.

They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. 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.

Students 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. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.
**VCE ENVIRONMENTAL SCIENCE**

**Rationale**

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position. VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Unit 1: How are Earth’s systems connected?**

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

**Unit 2: How can pollution be managed?**

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

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: How are behaviour and mental processes shaped?

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

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

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

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.
VCE PHYSICS

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Unit 1: What ideas explain the physical world?

As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. Students will explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

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

Unit 3: How do fields explain motion and electricity?

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

Unit 4: How can two contradictory models explain both light and matter?

Students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.
VCE APPLIED COMPUTING

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Entry

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

Unit 1: Applied computing

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

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied computing

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

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.
VCE PRODUCT DESIGN AND TECHNOLOGY

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. This unit examines different settings and takes students through the Product design process as they design for others.

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.
VET ENGINEERING 22470VIC
Certificate II in Engineering Studies

Rationale

The VCE VET Engineering program is drawn from the national training package 22470VIC Certificate II in Engineering Studies and offers portable qualifications which are recognised throughout Australia. The program prepares students for a wide range of work areas in the engineering industry. The Certificate II in Engineering Studies prepares students for an engineering apprenticeship, which can lead to a range of careers in the engineering and manufacturing industries. As a qualified tradesperson, occupations may include boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draughtsperson or mechanical fitter.

Entry

There are no prerequisites for entry to VCE VET Engineering.

Program Structure

The VCE VET Engineering program offers 22470VIC Certificate II in Engineering Studies. The VCE VET Engineering program consists of:

Units 1 and 2:
• six compulsory units plus a minimum of two elective units

Units 3 and 4:
• two compulsory units plus a minimum of one elective unit

On successful completion of the VCE VET Engineering program, students may be eligible for:
• the award of 22470VIC Certificate II in Engineering Studies
• recognition of up to three VCE units at Units 1 and 2 level, and a Units 3 and 4 sequence.

Scored assessment is available for the engineering studies qualification.

VCE VET Unit 1-2 covers areas of computer technology, using power tools and using hand tools. Electives include streams in fabrication, general engineering and machining.

VCE VET Unit 3-4 offers scored assessment and incorporates units such as producing basic engineering sketches and drawings, handling engineering materials, performing computations and applying 5S procedures.

VCAL

The VCE VET Engineering program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

NB:: The Units 3 and 4 sequence of VCE VET Engineering is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
VCE FOOD STUDIES

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2: Food Makers

In this unit 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 small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.
VET FURNISHINGS MSF20516
Certificate II in Furniture Making Pathways

Rationale

The VCE VET Furnishing program is drawn from the national training package MSF20516 Certificate II in Furniture Making Pathways and offers portable qualifications which are recognised throughout Australia. These qualifications prepare students for further training or work in a range of furnishing industries, such as cabinet making, wood machining, polishing, upholstery and picture framing. The Certificate II in Furniture Making Pathways will enhance the students’ entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace. Future training and career pathways may include furniture maker, cabinet maker, kitchen and bathroom installer, flooring installer, upholsterer or furniture finisher.

Entry

There are no prerequisites for entry to VCE VET Furnishing.

Program Structure

The VCE VET Furnishing program offers MSF20516 Certificate II in Furniture Making Pathways.

The VCE VET Furnishing program consists of:

Units 1 and 2

• Three compulsory units of competency and a minimum of five elective units of competency

Units 3 and 4

• Four compulsory units of competency

On successful completion of the VCE VET Furnishing program students may be eligible for:

• The award of MSF20516 Certificate II in Furniture Making Pathways
• Recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence

VCE VET Unit 1-2 core units of competence include safe working policies and practices, participating in environmentally sustainable practices and developing a career plan for the furnishing industry.

VCE VET Unit 3-4 sequence offers scored assessment and incorporates units such as assembling furnishing components, using hand and power tools, make measurements and calculations and undertaking a basic furniture making project.

VCAL

The VCE VET Furnishing program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

NB: The Units 3 and 4 sequence of VCE VET Furnishing is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
VCE STUDIO ARTS

Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Unit 2: Studio exploration and concepts

Students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.
VISUAL COMMUNICATION DESIGN

Rationale

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Entry

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

Unit 1: Introduction to visual communication design

Students focus on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Unit 3: Visual communication design practices

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

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.
Rationale

Students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. 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 they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.
VCE MEDIA

Rationale

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media’s role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Unit 2: Narrative across media forms

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

Unit 3: Media narratives and pre-production

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

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.
VCE MUSIC PERFORMANCE

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression. Music learning requires students’ active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Entry

At least four years’ formal experience in learning an instrument/s is recommended before commencing VCE Music Performance. There are no prerequisites for entry to Units 1, 2 and 3 Music Performance. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Music Performance

This unit focuses on building students’ performance and musicianship skills to present performances of selected group or solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.
GLOSSARY

**Australian Tertiary Admission Rank (ATAR)**
The overall ranking on a scale of 0.00 to 99.95 based on study scores. Calculated by VTAC and used by tertiary institutions to select students for their courses.

**Department of Education and Training (DET)**
The Victorian Government department that administers school education, apprenticeships and traineeships.

**General Achievement Test (GAT)**
Completed by all students studying a VCE Unit 3 and 4 study or a scored VCE VET Unit 3 and 4 study.

**outcomes**
What students are expected to know and be able to do by the time they have finished a VCE unit.

**Registered Training Organisation (RTO)**
Approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

**satisfactory (S)**
A student has achieved the outcome for the unit. If a student does not satisfactorily complete the unit, they will receive an N (not satisfactory).

**school-assessed coursework (SAC)**
Used to assess a student’s level of achievement. Tasks are selected by the school from the designated Study Design.

**school-assessed task (SAT)**
Occurs in studies where products and models are assessed.

**school-based apprenticeship or traineeship**
An apprenticeship or traineeship undertaken in the VCE or VCAL, with at least one day per week spent on the job or in training during the normal school week.

**semester**
Half the academic year (around 20 weeks across two school terms). Most units last for one semester. In the VCE, Unit 3 is completed in the first semester and Unit 4 is completed in the second semester.

**Statement of Attainment**
A record of recognised learning that may contribute towards a VET qualification.

**Statement of Results**
A set of documents that states the student’s VCE or VCAL results, and whether the relevant certificate has been awarded.

**Structured Workplace Learning (SWL)**
On-the-job training that allows VET students to develop their work skills and understand employer expectations.

**studies**
The subjects available in the VCE.

**Study Score**
A score between 0 and 50, showing how a student performed in a VCE study or score VCE VET program, relative to all other students. Calculated using the scores achieved in each of the graded assessments for the study – two for VCE VET and three for VCE.
Technical and Further Education (TAFE) institute
Offers a range of vocational tertiary courses up to the level of advanced diploma.

Units (VCAL)
Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

Units (VCE)
The parts of a study in the VCE. There are usually four units in a study.

Victorian Curriculum and Assessment Authority (VCAA)
Responsible for managing the VCE and VCAL.

Victorian Tertiary Admissions Centre (VTAC)
Responsible for calculating and distributing the ATAR and for processing tertiary entrance applications.

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1 Where to now 2020 Guide to the VCE, VCAL, VET, Apprenticeships and Traineeships. Victorian Curriculum and Assessment Authority