



PVCC

Senior Years Pathways Handbook

Plenty Valley Christian College
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Plenty Valley
CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

PLENTY VALLEY CHRISTIAN COLLEGE VISION

Plenty Valley Christian College is a Christ-centred college that pursues excellence in education and character, daring our students to be engaged, equipped, and empowered to transform their communities, local and global.

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FOREWORD

Course creation—an individual process

At Plenty Valley Christian College (PVCC), we want you to come to school every day with a sense of purpose and fulfilment. Everything we do as a school is designed to equip you for a successful life, from our academic programs to our extra-curricular offerings of sport, debating, music, arts, and leadership.

It is essential to keep in mind that the purpose of your education is help you to stand strong in the identity of an image-bearer of Christ, capable of striving for excellence, learning courageously, building community, nurturing the Godly character of others as well as your own, and being an active steward of everything you have. We hope that you will be clear about your spiritual standing and beliefs, able to make considered decisions and choices in the light of an informed Christian worldview and become equipped and empowered to serve your local and broader community responsibly.

To achieve this, we seek to work together to create a Senior Years Pathway from the courses available within the college and external providers. **This is your opportunity to get informed and excited!**

- Gather information about the VCE courses on offer at PVCC.
- Consider your strengths as well as your level of interest in the various areas of study available.
- Think about possible tertiary options that you might follow and establish the prerequisites and other requirements for them at the many institutions.
- Consider your mathematics recommendations.
- Talk to current VCE students about the courses which interest you.
- Seek advice from relevant staff.
- Consider additional VET offerings from the Northern Melbourne VET Cluster.

Investing time and energy into this process will ensure that your course is challenging, enriching and one to which you will be fully committed.

INTRODUCTION

This handbook provides information about the Senior Years Pathways available at PVCC. Parents/guardians and students can choose from many schools for the final years of their secondary education. We encourage them to think through the benefits of the education offered at this college. The VCE is a much sought-after certificate recognised worldwide and adopted by other countries to mark the end of secondary schooling. The most significant change students will notice as they move into the Senior Years is that they will be expected to take increasing ownership of their learning. Developmentally, students moving up from Middle Years are ready to make decisions about when, how and *why* they learn. To this end, prospective VCE students need to be self-motivated and independent learners, as a significant portion of learning happens outside the classroom. Students need the maturity to recognise the intrinsic value of all they must do and not be dependent on teachers and parents/guardians to follow up on their work.

The VCE course offered at PVCC offers a comprehensive range of studies that satisfy the prerequisites for tertiary courses. Given the intense competition for tertiary selection, students are assisted in developing responsible work habits and achieving their very best. Relatively few students are sure of what they wish to do in the future, so students must choose subjects they enjoy and inspire them to achieve their goals.

Our goal is to develop and maintain a Senior Years culture where students are mutually supportive of each other's learning, bringing the best out in each other as they pursue their goals. An essential part of this is the engagement in broader commitments of the College community. In this way, they then become excellent leaders and role models for younger students in their endeavours.

We trust that the information in this handbook will help you to understand the choices and obligations ahead of you. If any further clarification is needed, please feel free to engage with our friendly staff at the relevant Information Nights or by contacting the school.

COURSE AND CAREER ADVICE

Studies and course advice

Before making decisions about course composition and balance, students and parents/guardians may seek advice from relevant staff. Please take careful note of any recommendations stated for entry into specific VCE subjects – particularly Mathematics, Physics, Chemistry, Biology, Psychology and Literature. **Students are not guaranteed admission into any VCE subject of their choosing**, and selections are based on past performance, tertiary pathway requirements, and evidence of student commitment. Class size limits also apply, and students submitting preferences late or not showing appropriate commitment to their studies may be precluded from certain subjects and required to reselect.

Career guidance

The Careers Practitioner, [Helen Madden](#), can provide information and guidance relating to VCE courses, employment and tertiary studies pathways. Help with understanding tertiary entrance is also available, including information on the Australian Tertiary Admission Rank (ATAR), prerequisites and selection procedures.

VCE

The VCE Coordinator, [Daniel Symons](#), can advise students and parents/guardians regarding all aspects of the VCE, course structures and requirements, including any special consideration. The VCE Coordinator has extensive experience and can offer a broad range of ideas to help find solutions to course problems.

VET

The Careers Practitioner, [Helen Madden](#), is the person to speak to about the availability of VET courses and can advise students and parents/guardians regarding all aspects of the VET. Students who wish to do a VET course **must** see the Careers Practitioner to arrange enrolment, whether it is to be done at PVCC or externally.

Course selection interviews

The formal course information and selection program runs from mid-June. A course counsellor will interview students to:

- check progress,
- answer questions,
- ensure students are considering a range of issues, and
- refer queries to appropriate sources.

Parents/guardians are encouraged to attend these interviews with the students. Parents will have the opportunity to attend an information evening before interviews commence.

Process:

- A course counsellor will be allocated to each student.
- The course counsellor will arrange an appointment with the student, informing them of the day, time and place of the meeting and what to bring.
- Meetings will be approximately 20 minutes in duration.
- The course counsellor will arrange follow-up appointments or referrals where necessary.

LOOKING BEYOND SECONDARY SCHOOL

Students should first consider their goals and preferences beyond secondary school when constructing a VCE course. Students experience extensive consultation about these options in the Work Studies program of the Year 10 curriculum. Students and families are also encouraged to book an appointment with the Careers Practitioner to discuss post-secondary options at any time.

Begin with the end in
mind

STEPHEN COVEY

There are four main options:

- Higher education.
- TAFE courses.
- Bible college/ministry training.
- Employment.

Higher education

To gain entrance to universities, the applicant must generally satisfy

1. The general entrance requirements:
 - satisfactory completion of the VCE,
 - satisfactory completion of Units 3 and 4 of English.
2. Specific course requirements:
 - prerequisites studies, usually at level 3 and 4, but sometimes at level 1 and 2, are specified in many courses.

The list of courses available and their prerequisites will be available (from July) on the VTAC (Victorian Tertiary Admissions Centre) website and in the VTAC Year 12 Guide at <https://www.vtac.edu.au/before/guides/y12guide.html#introduction>. Course applications are made through VTAC during Year 12.

TAFE courses

Accredited vocational courses in TAFE colleges include:

- apprenticeships: no formal level of education stated, but generally employers prefer Year 11 or 12 graduates,
- certificates — some post-Year 11, some post-Year 12,
- diplomas and advanced diplomas — post-Year 12,
- traineeships and other programs are also conducted in TAFE colleges.

The application procedures for TAFE vary between colleges and sometimes between courses. For post-Year 12 courses, the application is made through VTAC. Information needs to be obtained from individual colleges or by visiting the Vocational Orientation Centre (Abbotsford).

Bible college/ministry training

There are many Bible colleges, Church programs, and theological training organisations that students leaving PVCC may be interested in attending and so wish to investigate. Some of these offer short courses for Christian students finishing school and certificate, diploma and degree courses. Please see the Careers Practitioner for assistance with your research into these areas.

Employment

Students have been made aware of the issues related to seeking employment through their studies in Year 10 and should have been seriously considering career options for themselves.

[Job Outlook](#) provides valuable information. Places such as Centrelink, Youth Access Centres, The Careers Reference Centre (Abbotsford) are further resources.

Taking the next step

Once you have some ideas about your post-secondary aspirations, you are ready to make a decision about which senior school course (or combination of courses) are right for you.

VCE STUDIES AT PLENTY VALLEY CHRISTIAN COLLEGE

The VCE is a two-year (four-semester) course during which students usually complete 22 semester-length units of study. Each unit involves 100 hours of study, of which approximately 50 take place in formal classroom situations. A substantial amount of work, both assessed and non-assessed, is necessary outside of class time.

At PVCC, students may develop an appropriate course of study from:

- the extensive set of VCE units offered at PVCC,
- one or more VET Courses studied in conjunction with a TAFE institution,
- a course through Virtual School Victoria,
- a university subject (in Year 12, as a sixth study).

Important Note: PVCC Students select:

6 studies (12 units) in Year 11

followed by:

5 studies (10 units) in Year 12

making a total of 22 units*

**Any deviation from the above must be approved in writing by the VCE Coordinator.*

Satisfactory completion of the VCE

Over the two years, students must **satisfactorily complete** a minimum of 16 units, including at least:

- Three units from the English group, two of which must be a Unit 3 and 4 sequences.
- Three Unit 3 and 4 sequences in addition to English.

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students will be provided with multiple opportunities to develop and demonstrate the key knowledge and skills required for the outcomes for the unit.

The student receives an 'S' (satisfactory) for a unit if the teacher determines that the following requirements are achieved. A student must:

- meet the attendance requirement of 90%
- produce work that demonstrates achievement of the outcomes
- submit work that is clearly their own
- complete work on or by the due date
- observe the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school (school rules may include, for example, attendance or submission of work policies).

Attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. PVCC has set a **90% attendance rate**. Any non-school related/approved absences must be accounted for with a medical certificate or other appropriate documentation once students fall below this rate*.

If a student has a doctor's certificate, this absence will be recorded as an explained absence, and this will not contribute to the requirement of 90% attendance. Students who do not attend 90% of their scheduled classes will receive an 'N' for the unit (not satisfactory).

Where a student has satisfactorily completed the work but has not met the 90% attendance requirement, the school will assign an 'N' (not satisfactory) to the unit. The student must have received an 'N' warning notification via SEQTA at least four term weeks before being awarded the 'N'. This is to enable the student to attend extra classes and improve their attendance.

At the end of each term, teachers are asked to notify the VCE Coordinator of students whose attendance is below 90%. The VCE Coordinator will be responsible for following up with students at risk. There are additional requirements that relate to absences for school-based assessments.

**The medical certificate is not sufficient to justify missing a SAC, however. See the 'Missed School-assessed Coursework procedure'.*

Conditions for school-based assessments

Most school-based assessment should be completed in class in a limited time frame under test conditions. Students must be made aware (in writing) of the conditions of the task and exactly what they will need to know for the task, **at least two weeks before** completing the task. A SAC (School-assessed Coursework) cover sheet is provided in the appendix section of this handbook.

Normal test conditions mean that students are:

- not permitted to have access to any materials or notes during the task that the teacher does not approve
- always actively supervised during the assessments
- required to separate away from other students in the classroom by sitting at individual desks
- given a specific timeframe to complete their task
- presented with unseen questions and stimulus
- not permitted to have access to any unapproved technology (including mobile phone)
- not permitted to interact or communicate with other students while completing the task.

Assessments completed outside of class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. To prepare for these assessments, students will complete research and learning activities to gain key knowledge and skills outside of class time.

A task for assessing unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the *Authentication Record for School-based Assessment form*.

A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and regularly monitors and discusses aspects of the work with each student.

Homework

Students are expected to complete up to four hours of homework per week for each VCE subject. This should include scheduled homework tasks and suitable revision.

Teachers will communicate when homework is not completed via a SEQTA notification. A detention may be issued to provide students with another opportunity to complete the task.

Homework and classwork may be used as evidence of satisfactory completion. As such, it is a vital part of your VCE studies.

Redeeming outcomes

If in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

This work may include classwork, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

If the student is required to re-sit the task or part of the task to redeem the outcome, the parents/guardians will be notified via SEQTA, which will include details related to the SAC re-sit session. Re-sit sessions are run most weeks during school terms.

A student may only submit further evidence or resubmit a school-based Assessment for reconsideration to redeem an 'S' for the outcome. Students may not resubmit to improve a school-based Assessment score.

Missed School-assessed Coursework (SAC) procedure

PVCC aims to ensure consistent and fair conditions for all School-assessed Coursework. To achieve fairness, the constraints around VCE School-assessed Coursework are significantly higher than for previous years' assessments.

In alignment with the Victorian Curriculum and Assessment Authority's requirements, sitting a Missed SAC is **only to be granted in special circumstances**, such as bereavement or a significant illness.

When a student is unable to complete a SAC on the scheduled date, teachers should initiate student compliance with the Missed SAC Procedure (below).

Missed SAC Procedure

The following procedure must be followed when a student is not in attendance for a scheduled SAC:

Step	Responsible party	Action required
1	Student	Immediately seeks supporting documentation , such as a medical certificate, to support their application.
2	Subject Teacher*	Sends ' Missed SAC ' notification on the day the student is absent from the scheduled SAC. The result in SEQTA is left blank until the Subject Teachers receives approval from the VCE Coordinator.
3	Student	Completes and submits 'Special Consideration to Sit Missed SAC' form <ul style="list-style-type: none"> a. Download from SEQTA > School Documents. b. Print. c. Complete all sections. d. Attached medical certificate/relevant documentation (not required for 'school approved' reasons, such as excursions). e. Submits to VCE Coordinator within one week of the original SAC date.
4	Subject Teacher	Submits SAC resources to VCE Coordinator's desk/pigeonhole at least 24 hours prior to resit date. <ul style="list-style-type: none"> a. Completed 'Missed SAC Coversheet'. b. Other required materials (writing paper, stimulus, etc.). The Subject Teacher must ensure that the student cannot gain an advantage by delaying a SAC. This may include creating new SAC materials so that a student may not be informed about SAC content from other students.
5	VCE Coordinator	Supervises SAC resit at noted time Places completed SAC paper on Subject Teacher's desk/pigeonhole Processes 'Special Consideration to Sit Missed SAC' form <ul style="list-style-type: none"> a. Determines whether the justification and supporting documentation provided is valid b. Emails student and teacher: <ul style="list-style-type: none"> i. Request approved. ii. Additional information required. iii. Request not approved.
6	Subject Teacher	If the request is approved: the Subject Teacher may enter a result in SEQTA and make this visible as per the usual procedure. If the request is not approved: the Subject Teacher awards a '0' result in SEQTA and negotiates with the student how to achieve an 'S' for the Unit via the 'Redeeming outcomes' provisions.

If a student is absent for one or more periods of the SAC due to a **school-approved reason** (excursion, inter-school sporting event, commitment to external providers such as VSV or VET, missing school for one week or more leading up to the SAC), the form must be submitted **prior to the SAC date**.

Examples of reasons for missing a SAC where special consideration is unlikely to be granted include family holiday, mild illness, drivers licence testing, tiredness, or an appointment that could be scheduled another time.

Receiving a '0' SAC score

A student will receive a score of '0' for a SAC if:

- They **do not attend** the SAC resit session.
- They do not submit the 'Special Consideration to Sit Missed SAC' form **within one week** of the original SAC date.
- The justification provided in the 'Special Consideration to Sit Missed SAC' form is insufficient; justifications likely to be rejected are mild illness, tiredness.

In these situations, a student is still eligible for an 'S' result for the Unit via the provision for 'Redeeming outcomes' (page 7).

Special provision

The underlying principle of the *VCAA Special Provision Policy* is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Applications for Special Provision need to be submitted as early as possible; if a student (or their family) believes they are eligible, please contact the Head of Learning Support, [Julia Walker](#).

VCE Acceleration

A student **may** enrol in a Unit 1 and 2 sequence in Year 10 or a single Unit 3 and 4 sequence in Year 11 if it is clearly in the student's best interest. This judgement is based upon the Year 9 Semester 1 reports of the applicant and in consultation with relevant teachers. Any student desiring this option needs to be an independent learner with a solid academic background who has demonstrated the ability to be well organised, self-disciplined and committed.

The key advantages are:

- Students who complete one Unit 3 and 4 sequences in Year 11 and five Unit 3 and 4 sequences in Year 12 achieve the maximum number of Unit 3 and 4 sequences allowable to calculate the ATAR score (six).
- Students are exposed to the assessment and workload demands of a Unit 3 and 4 sequence in Year 11, giving them valuable experience and background for their Year 12 studies.

The key disadvantages are:

- The increased workload can detract from the Unit 1 and 2 studies being taken concurrently. This can affect the preparation for studies that are to be taken in Year 12. The best way to do a strong Year 12 is to build upon a strong Year 11.
- Students will usually perform better in Unit 3 and 4 studies taken in Year 12 rather than Year 11 due to their greater maturity, organisational skills and experience.

- Taking a Unit 3 and 4 sequence prematurely can adversely affect a student's confidence to succeed in Year 12.

The Unit 3 and 4 studies available for selection are asterisked in this booklet.

Note: The placement of any Year 11 student in a Unit 3 and 4 class is subject to an application process that assesses the student's academic suitability, behaviour, timetabling and class size constraints.

Taking an accelerated subject provides students with an additional Unit 3 and 4 sequence. These students are not permitted to have a reduced load in Year 12 (except under exceptional circumstances).

SUPPLEMENTARY COURSES AND PROGRAMS

To provide a broader curriculum than the college can offer on campus, we may allow students to enrol in educational opportunities from external providers. When this is deemed appropriate for the student, it is to be understood that the costs incurred for the external program must be covered in full by the student's family. The only exception to this general rule is where the college had intended to offer a course that was subsequently unable to run. The college may choose to subsidise the cost of this external course in some way.

Students who wish to enrol in external studies are to complete an application form available from the Careers Practitioner.

VET programs

Students may include specific certificate courses as part of their VCE under the VET (Vocational Education and Training) umbrella. Depending on particular courses, these programs contribute to the VCE in one of three ways. Students obtain either a block credit (contributing to the number of units completed only), a Unit 3 and 4 study score contributing to the ATAR or a 10% increment contribution to the ATAR.

VCE students at PVCC will have access to a range of VET programs provided through our membership in the Northern Melbourne VET Cluster. The NMVC is a consortium of secondary schools that have joined forces to improve VET programs throughout our region. To participate in these programs, students will need to attend classes at a host school. In almost all cases, this will be on Wednesday afternoons. Students must convince the college that this contributes to their chosen pathway and that they can cope with the disruption to their program that may occur back at the college.

The **NMVC Handbook**, which provides information about each of the programs offered, will be distributed to interested students when available. **The NMVC Handbook requires an NMVC Application form to be returned to the Careers Practitioner at PVCC for endorsement. A PVCC External Studies Application Form must also be completed with the NMVC application.** Students wishing to apply for VET programs offered through the NMVC will need to indicate this on their **PVCC Program Proposal**.

Parents/guardians will be asked to pay the associated **RTO provider fees** plus any other expenses attached to the course. If the college receives funding from any source to subsidise the cost of an approved course, the funding may be passed on to parents/guardians via fee reimbursement.

University subjects

Determined students can undertake a first-year university subject. These subjects can be credited towards a student's ATAR as a sixth incremental VCE subject. Students must make application directly to the university on the correct forms at the end of Year 11. They must be solid academically across the board and complete a related Unit 3 and 4 subject (for example, if a student studies first-year Biology at Melbourne University, they must also study Unit 3 and 4 Biology). Acceptance into any university subject is at the discretion of the university. These subjects are not taught at the PVCC campus. Parents/guardians will be asked to pay the associated fees plus any other expenses attached to the course.

Virtual Schools Victoria

Virtual Schools Victoria allows students to enrol in a VCE subject that is not on offer at the college. Students who are enrolled at PVCC must enrol through us as their home school. Parents/guardians will be asked to pay the associated fees, which will be added to their regular college fees unless the

college decides (due to a lack of numbers) not to run a class that a student is enrolled in. The college may, at its discretion, offer tutorial support to students undertaking Virtual Schools Victoria subjects, but generally, it is the responsibility of the student to keep abreast of course material through the Virtual Schools Victoria unit and obtain external support if required.

A - B-average is required for a student to enrol in a subject through Virtual Schools Victoria.

SENIOR STUDENTS' COMMITMENTS AND EXPECTATIONS

Attendance

In addition to the specific attendance requirements of the VCE (as above), the following expectations apply:

- Year 10 students are expected to be at the college for the entire school day.
- Year 11 students are expected to be at the college for the entire school day unless they have VET.
- Year 12 students are expected to adhere to the determination made at the beginning of the school year by the VCE Coordinator. The VCE Coordinator will take into consideration the needs and maturity of students within the cohort.

Students failing to have a minimum of 90% attendance will have to make up the time, after hours, on a day decided by the Head of Senior School.

Students in Year 11 and 12, doing a VET course off-site, will be able to leave the college at the required time.

Study periods

All students studying VCE are provided with study periods because almost half of the work completed is done outside of timetabled classes. This requires a great deal of self-discipline and maturity, and students need to realise that effective use of this time is their responsibility.

Year 11 Students – work silently in the Year 11 Common Room (room 81)

Year 12 Students – work silently in the Year 12 Common Room (room 82)

Other study locations include the Library, VCE Tutorial Room and the computers in the foyer areas upstairs. Each of these may be occupied, and so study in these areas may need to be pre-arranged. In all situations, students will be removed if disruption or poor study habits are occurring.

Reporting

Communication about assessment is facilitated by our Continuous Reporting and Semester Report systems.

For Continuous Reporting, teachers provide a short report for each assessment, including a grade and comment. The regular availability of this information increases transparency and accountability while also increasing the capacity for timely interventions by parents, teachers, and pastoral carers.

Our Semester Reports include a comment, summative grade, and rating of learning behaviours for the unit of work. Additionally, they include an 'S' or 'N' result (satisfactory or not satisfactory) based on the satisfactory completion of all Learning Outcomes. These reports aim to summarise the learning achievements and behaviours of the student across the semester. Semester Reports are published at the end of VCE Units 1, 2 and 3 (Semester One for Year 11 and 12, Semester Two for Year 11).

At the satisfactory conclusion of a student's VCE studies, they are awarded the Victorian Certificate of Education, receive a Study Score for each subject, and are eligible for an ATAR (provided they were completing scored assessments). This ranking is released by VCAA in December/January. These results are statistically moderated by VCAA. The final ATAR score is based on both the internally assessed coursework and the external examinations, so a high level of commitment is required for all tasks.

Authentication of school-based Assessments

Students must observe and apply rules for the authentication of school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task. These are the VCAA authentication rules:

- a student must ensure that all unacknowledged work submitted for assessment is genuinely their own
- a student must acknowledge all resources used, including texts, websites and other source material, the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person in the preparation and submission of work
- acceptable levels of assistance include: the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note-taking), but which have been transformed by the student and used in a new context prompting and general advice from another person or source, which leads to refinements and/or self-correction
- unacceptable forms of assistance include: use of, or copying, another person's work or other resources without acknowledgement corrections or improvements made or dictated by another person
- a student must not submit the same piece of work for assessment in more than one study or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules

Sport

Year 10 and 11 students take part in regular sporting activities. Year 11 is the final year for which this is a compulsory part of the senior school program, and students must be committed to the sporting program.

Interschool team sport will run in the EISM (Eastern Independent Schools Melbourne) competition on Wednesday afternoon with Year 11 and Year 12 students. There is also a Development Squad for those not selected in a competitive sporting team. Sport is a vital part of our curriculum and part of living a balanced lifestyle.

Note: Many of the VET courses are scheduled for Wednesday afternoons, and participation in a VET course would replace sport.

Behaviour

As college leaders, there is an expectation that the behaviour of our senior students will be excellent and that they will be worthy role models for younger students. VCE teachers take on the role of facilitators rather than educators, and they need to develop a close working partnership with their students. This essential relationship can be seriously damaged if teachers need to enter into conflict

with students over behaviour that should not occur. Furthermore, we feel it is our responsibility to send our students out into the workplace and wider community with impeccable manners, respect for authority and a generosity of spirit, which allow them to work well with others. The manner in which students address their peers and teachers, the way they behave in public, and their wearing of the college uniform should be respectful and responsible.

Uniform

The college uniform needs to be worn with pride and according to the rules specified in the Student Diary. Breaking even seemingly minor uniform regulations in the name of individuality is immature and unacceptable. Senior students should have the maturity and depth of character to express their identity positively through their successes, leadership, and what they give to our community. Senior students arriving at class not compliant with the uniform policy will be asked to leave and rectify the situation immediately, and if they cannot achieve this within 10 minutes, an absence will be recorded against their Record of Attendance. Senior students receiving more than one uniform infringement may also be asked to go home immediately, and, again, their absence will be recorded against their Record of Attendance.

VCE subject videos

VCE Subject Videos are available for all students and parents/guardians to view when considering which VCE subjects to do as part of the subject selection process. These videos will provide a snapshot of Units 1-4 of each VCE subject. This information can be used in conjunction with the *VCE Subject Handbook* to help make an informed decision about choosing VCE subjects.

These videos can be accessed via the PVCC Careers Website:

1. Go to: <https://careers.pvcc.vic.edu.au>
2. From the home page – Click on **SENIOR SCHOOL**
3. Click on **VCE INFORMATION**
4. Click on **VCE SUBJECT INFORMATION**
5. Click on each individual VCE subject video to view

Study descriptions

Detailed descriptions of each Unit 1-4 study can be found on the following pages.

SUBJECT SELECTION FOR 2023

The following is a list of the subjects that are currently being offered. Note, not all subjects will run in 2023. Final decisions will be made based on students' interest and staffing.

Languages	Maths	Sciences	Humanities/Commerce
English Units 1 - 4	Foundation Maths Units 1 & 2	Biology Units 1 - 4	Business Management Units 1 - 4
English Literature Units 1 - 4	Further Maths Units 3 & 4	Chemistry Units 1 - 4	Geography Units 1 - 4
Italian Units 1 - 2	General Maths Units 1 & 2	Environmental Science Units 1 - 4	History (Revolutions or Ancient) Units 1 - 4
	Mathematical Methods Units 1 - 4	Physics Units 1 - 4	Legal Studies Units 1 - 4
	Specialist Maths Units 1 - 4	Psychology Units 1 - 4	Philosophy Units 1 - 4
			Religion and Society Units 1 – 4
Technologies	Arts	Health/PE	
Applied Computing Units 1 - 4	Art Making and Exhibiting Units 1 - 4	Health and Human Development Units 1 - 4	
Food Studies Units 1 - 4	Media Units 1 – 4	Physical Education Units 1 - 4	
Product Design & Technology Units 1 - 4	VET Music Units 1 – 4	VET Sport Coaching Units 1 - 2	
	Theatre Studies Units 1 - 4		
	Visual Communication & Design Units 1 - 4		

APPLIED COMPUTING

Aims of subject

This study enables students to

- understand how digital systems and solutions can be used by individuals and organisations.
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming.
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities.
- apply project management techniques to assist with the development of digital solutions.
- develop an informed perspective on current and emerging digital technologies and disseminate findings.
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies.
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

Unit details

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.

Areas of study

1. Data analysis
2. Programming

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.

Areas of study

3. Programming
4. Analysis and design

Unit 3 – Software Development

In this unit, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1, students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2, students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of study

1. Programming
2. Analysis and design

Unit 4 – Software Development

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-Assessed Task (SAT).

In Area of Study 2, students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Areas of study

1. Development and evaluation
2. Software security

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

ART MAKING AND EXHIBITING (PREVIOUSLY STUDIO ARTS)

Aim of Study

This study enables students to:

- explore the characteristics and properties of materials, techniques and processes
- understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
- develop an understanding of aesthetic qualities in artworks and how they are used in art making
- learn how to work independently and collaboratively
- develop an understanding of the sources that inform and influence art making
- investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
- understand how artists use visual language to communicate ideas and meaning in artworks
- understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
- understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Unit details

Unit 1 - Explore, Expand, and Investigate

In this unit students explore materials, techniques, and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

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

Areas of study

1. Explore – materials, techniques, and art forms.
2. Expand – make, present, and reflect.
3. Investigate – research and present.

Unit 2 - Understand, Develop and Resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Areas of study

1. Understand – ideas, artworks, and exhibition.
2. Develop – theme, aesthetic qualities, and style.
3. Resolve – ideas, subject matter, and style.

Unit 3 - Collect, extend and connect

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. More information about the critique is available in the online [Support materials](#) for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website.

Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Areas of study

1. Collect – inspirations, influences and images.
2. Extend – make, critique and reflect.
3. Connect – curate, design and propose.

Unit 4 - Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth

of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal

Areas of study

1. Consolidate – refine and resolve.
2. Present – plan and critique.
3. Conserve – present and care.

Units 3 and 4 assessment details

Units 3 and 4 coursework	10%
School assessed task	60%
Written examination (November)	30%

BIOLOGY

Aims of subject

Biology is the study of living things from familiar, complex multicellular organisms to single-celled microorganisms. It explores how living things function and interact, the process that sustains life and how living things maintain and ensure their continuity. Modern biology draws on an understanding of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. As such, students will develop knowledge of these areas, as well as skills in carrying out scientific investigations and interrogating the links between knowledge, theory and practice. In studying Biology, students will also develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a 'C+' average or better in science. Students who earn grades less than this benchmark are not guaranteed enrolment in this subject.

Unit details

Unit 1 - How do organisms regulate their functions?

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

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

Areas of study

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop an understanding of how organisms regulate their functions?

Unit 2 - How does inheritance impact diversity?

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

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

Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Areas of study

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3 - How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of study

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological

consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of study

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

Units 3 and 4 assessment details

Units 3 coursework	20%
Units 4 coursework	30%
Written examination	50%

BUSINESS MANAGEMENT

Aims of subject

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept to planning and establishing a business through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit details

Unit 1 - Planning a business

Businesses of all sizes are major contributors to the economic and social well-being of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge is 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.

Areas of study

- The business idea
- External environment
- Internal environment

Unit 2 - Establishing a business

This unit focuses on the establishment phase of a business' 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.

Areas of study

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Unit 3 - Managing a business

In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and, through the use of contemporary business

case studies from the past four years, have the opportunity to compare theoretical perspectives with current practice.

Areas of study

- Business foundations
- Managing employees
- Operations management

Unit 4 - Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of study

- Reviewing performance – the need for change
- Implementing change

Units 3 and 4 assessment details

Unit 3 coursework	25%
Units 4 coursework	25%
Written examination	50%

CHEMISTRY

Aims of subject

This study enables students to

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them.
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts,
- and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences.
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory.
- develop an informed perspective on contemporary science-based issues of local and global significance.
- apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts.
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions.
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data.
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a ‘B’ average or better in mainstream Mathematics and Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Unit details

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

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.

Areas of study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

Unit 2 - What makes water such a unique chemical?

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. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of study

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Unit 3 - How can chemical processes be designed to optimise efficiency?

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. The purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells are considered. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. The language and conventions of chemistry, including symbols, units, chemical formulas and equations, are used to represent and explain observations and data collected from experiments and to discuss chemical phenomena. A student practical investigation related to energy is undertaken in this unit and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster.

Areas of study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

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

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. Data from instrumental analyses of organic compounds is processed to confirm or deduce organic structures, and volumetric analyses are performed 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. Key food molecules are investigated through an exploration of their chemical structure and bonding. The metabolism of food in the body is examined, and 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.

Areas of study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Units 3 and 4 assessment details

Units 3 coursework	16%
Units 4 coursework	24%
Written examination	60%

ENGLISH

Aims of subject

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding. All texts are approached from a Christian perspective and evaluated against Christian teaching and doctrine.

The study of English is compulsory in VCE. Students may choose between English and Literature, or both.

Unit details

Unit 1

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

Students also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Areas of study

1. Reading and exploring texts
2. Crafting texts

Unit 2

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore

the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

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

Areas of study

1. Reading and exploring texts
2. Exploring arguments

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.

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Students also analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view

media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Areas of study

1. Reading and responding texts
2. Creating texts

Unit 4

In this unit, students compare the presentation of ideas, issues and themes in texts.

Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

Through discussion and preparatory drafting, they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based. They use planning and drafting

to test and clarify their ideas and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Students also create an oral presentation intended to position audiences about an issue currently debated in the media. Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Areas of study

1. Reading and responding texts
2. Analysing arguments

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

ENVIRONMENTAL SCIENCE

Aims of study

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth Systems.

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.

Unit details

Unit 1 - How are Earth's dynamic systems interconnected to support life?

In this unit, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of study

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop an understanding of how Earth's system support life?

Unit 2 - What affects Earth's capacity to sustain life?

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment.

Students investigate how features possessed by organisms affect their fitness and reproductive success in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human induced.

In this unit, students investigate what changes have taken place in selected ecosystems and how ecological principles can be applied to conserve natural ecosystems, restore damaged ones and ensure the sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Areas of study

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Unit 3 - How can biodiversity and development be sustained?

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

Areas of study

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Unit 4 - How can climate change and the impacts of human energy use be managed?

In this unit, students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Areas of study

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

Units 3 and 4 assessment details

Unit 3 SACs	20%
Unit 4 SACs	30%
Written examination	50%

FOOD STUDIES

Aims of subject

In VCE Food Studies, students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit details

Unit 1 - Food origins

Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Students examine the history and culture of food in Australia. They consider how food patterns have changed, particularly through the influence of food production, processing and manufacturing industries and immigration. The practical component explores the use of ingredients available today that were used in earlier cultures as well as ingredients indigenous to Australia and introduced through migration.

Areas of study

- Food around the world
- Food in Australia

Unit 2 - Food makers

Students investigate food systems in contemporary Australia, examining both commercial food production industries and food production in small-scale domestic settings. 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.

Areas of study

- Australia's food systems
- Food in the home

Unit 3 - Food in daily life

Students investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients. They develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. Students explore patterns of eating in Australia and the influences on the food we eat. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of study

- The science of food
- Food choice, health and wellbeing

Unit 4 - Food issues, challenges and futures

Students examine food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of study

- Navigating food information
- Environment and ethics

Units 3 and 4 assessment details

Unit 3 coursework	30%
Unit 4 coursework	30%
Written examination	40%

GEOGRAPHY

Aims of subject

Geography provides a bridge between the physical world and people's use of the world. As Christians, we believe that God created the world and has made us stewards, responsible to care for the land and everything that dwells in it. Therefore, it is important to understand the working balance of natural processes, to adopt strategies for the conservation of the environment and proper management of natural resources. Our Christian beliefs clarify for students the issues of the debate because ultimately, it is the care of people and our resources that should be the main concern rather than the use of a resource purely for profit. As Geographers, we are concerned with the interaction of mankind with the environment, its resources and other people. God has directed us to manage and look after the environment, therefore our aim must be the wise use and care of our coasts, rivers, mountains, forests, etc. God has provided many resources upon the earth for us to use but not spoil for future generations. This study is designed to enable students to

- develop a sense of wonder and curiosity about people, culture and environments throughout the world
- develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- understand and apply geographic concepts including place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability to develop their ability to think and communicate geographically
- develop an understanding of the complexity of natural and human-induced geographic phenomena across the earth's surface
- develop a range of skills to assist in analysing information and making informed judgements and decisions about geographic challenges
- understand the importance of geography in analysing issues and challenges to human welfare and the environment at a range of scales
- develop an understanding of the role and application of geography in the planning and management of human welfare and the environment.

Unit details

Unit 1 - Hazards and Disasters

In this unit, students undertake an overview of hazards, including geological, hydro-meteorological, biological and technological, before investigating two contrasting types of hazards and the responses to them by people. Students explore the nature and effectiveness of specific measures such as prediction and warning systems, community preparedness and land use planning as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses.

Areas of study

1. Characteristics of hazards

Unit 2 - Tourism

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students study examples of tourism from within Australia and overseas. They will investigate Sports and Entertainment tourism in Melbourne CBD using appropriate fieldwork techniques. Students explore the environmental, economic and socio-cultural impacts of different

types of tourism. They evaluate the effectiveness of measures taken to enhance the positive aspects and/or minimize the negative aspects of tourism. A range of information sources including statistical data, digital images, video and maps will be used.

Areas of study

1. Characteristics of tourism
2. Impact of tourism
3. Impact of tourism issues and challenges

Unit 3 - Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale, students investigate land-use change using appropriate fieldwork techniques and secondary sources.

Areas of study

1. Land cover change
2. Land use change

Unit 4 - Human population – trends and issues

In this unit, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Areas of study

1. Population dynamics
2. Population issues and challenges

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

HEALTH AND HUMAN DEVELOPMENT

Through the study of VCE Health and Human Development, it 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.

Aims of subject

This study enables students to

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiative and programs
- propose and implement action to positively influence health and wellbeing and human development, outcomes at individual, local, national and/or global levels.

Unit details

Unit 1 - Understanding health and wellbeing

Area of study 1 takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and profiles relating to health and wellbeing. They look at measurable indicators of population health and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Area of study 2 explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Area of study 3 has students focus on the health and wellbeing of Australia's youth and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students

inquire into how governments and organisations develop and implement youth health programs, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Areas of study

1. Health perspective and influences
2. Health and Nutrition
3. Youth health and wellbeing

Unit 2 - Managing health and development

Area of study 1 examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing are considered an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Area of study 2 investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into the equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Areas of study

1. Developmental transitions
2. Health care in Australia

Unit 3 - Australia's health in a globalized world

Area of study 1 explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status and the factors that contribute to variations between population groups in Australia.

Area of study 2 looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program and inquire into priorities for health improvements in Australia.

Areas of study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Unit 4 - Health and human development in a global context

Area of study 1 looks at similarities and differences in major burdens of disease in low-, middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Area of study 2 looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Areas of study

1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

Units 3 and 4 assessment details

Unit 3 Coursework	25%
Unit 4 Coursework	25%
Written examination	50%

HISTORY

Aims of subject

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a Social and Conceptual, and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the highly transferable skills necessary to analyse visual, oral and written records.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time. Studying History encourages students to think through and articulate their opinions, supporting them with evidence.

Unit details

Unit 1 - Twentieth-Century History 1918 –1939

In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth-century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures.

Areas of study

- Ideology and conflict
- Social and cultural change

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.

Areas of study

- Competing ideologies
- Challenge and change

Units 3 and 4 - The French and Russian Revolutions (option 1)

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression.

The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Areas of study

- Causes of revolution
- Consequences of revolution

Units 3 and 4 - Ancient History (option 2)

In Units 3 and 4, Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Areas of study

- Living in an ancient society
- People in power, societies in crisis

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

ITALIAN

Aims of subject

This study is designed to enable students to:

- Communicate with both written and spoken Italian language
- Understand the relationship between Italian language and its culture
- Compare Italian, Australian and other cultures and languages enhancing intercultural awareness
- Make connections between the Italian language and their own through language and the study of Italian texts.
- Apply the Italian language to work, further study, training or leisure.

Recommendation: It is recommended that students complete Units 1 and 2 before undertaking Units 3 and 4.

Unit details

Unit 1 and 2

In Year 11, students explore and develop their understanding and use of the Italian language in a multi-media rich environment where they view Italian texts, talk and interact with Italian speakers from different communities and backgrounds. Opportunities may exist for correspondence with other Italian students in both Australia and Italy.

By the end of the course, students will have been able to:

- Exchange opinions and facts in a spoken interaction in Italian. To achieve this outcome the student will draw on knowledge from a selected topic to engage in a 3-5 minute conversation
- Read and interpret information from two texts on the same subtopic presented in Italian, and respond present their opinion in Italian.
- Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.
- Give a talk to the class about the selected subtopic, asking and answering questions.
- Write a descriptive summary of an Italian film including information from a review of the film.
- Write and present an imaginative children's story in Italian using a prompt.

To truly gauge an understanding and appreciation of the Italian language and culture the students will get the opportunity to cook like an Italian, participate in conversation and poetry seminars with other VCE students from a range of schools

Areas of study

- Interpersonal communication
- Interpretive communication
- Presentational communication

Unit 3 and 4

Topics studied across units 3 & 4 Italian are:

- Emmigrazione Italiana: The impact of Italian migration post World War II to Australia

- Il ruolo della famiglia moderna: Changes in the roles of the traditional family across Australia, Italy and Europe
- Il Rinascimento: Art and literature of the Italian renaissance
- La vita quotidiana, come si mantenersi in salute: Daily life and maintaining a healthy lifestyle
- Didattica e lavoro a distanza, quante siano cambiate le nostre vite: Remote schooling and work how have our lives changed?

Areas of study

- Interpersonal communication
- Interpretive communication
- Presentational communication

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

LEGAL STUDIES

Aims of subject

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Unit details

Unit 1 - Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused and the liability of a party in a civil dispute.

Areas of study

- Legal foundations
- The presumption of innocence
- Civil liability

Unit 2 - Sanctions, remedies, and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of study

- Sanctions
- Remedies

- Rights

Unit 3 - Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals, and uphold the principles of justice: fairness, equality, and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, Country Court, and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Areas of study

- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4 - The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws and the relationship between the Australian people, the Australian constitution, and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts and the relationship between the two in law-making and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of study

- The people and the Australian Constitution
- The people, the parliament, and the courts

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

LITERATURE

Aims of subject

Literature involves the study and enjoyment of a wide range of literary texts – classical, popular, traditional, and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of human experience. It particularly suits students who have a penchant for language. Literature is a higher-level interactive study between the text, the social / political / economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text. All texts will be explored in light of Christian doctrine and experience.

Recommendation: It is strongly recommended that only students who score an overall academic assessment of “B+” or better in Year 10 English should undertake this subject.

Unit details

Unit 1 - Approaches to literature

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Students explore conventions common to a selected movement or genre, and engage with the ideas, concerns, and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Areas of study

- Reading practices
- Ideas and concerns in text

Unit 2 - Context and connections

Students explore and reflect on the voices, perspectives, and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. They also analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Areas of study

- The text, the reader, and their contexts
- Exploring connections between texts

Unit 3 - Form and transformation

Students analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form. They develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Areas of study

- Adaptations and transformations
- Creative responses to text

Unit 4 - Interpreting texts

Students respond creatively to a text and comment critically on both the original text and the creative response. They closely analyse literary forms, features, and language to present a coherent view of a whole text.

Areas of study

- Literary perspectives
- Close analysis

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

MATHEMATICS

Aims of subject

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. It is a means by which people can better understand the order and structure of God's world and attempt to manage their environment.

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

Progression between units

The following Table illustrates the complexity of the available Mathematics Pathways through the VCE, and so it is particularly important to pay attention to the requirements suggested in the key.

Year 10	Year 11	Year 12
	Units 1 and 2	Units 3 and 4
Maths Methods (Semester 1 and 2)	Specialist Maths	Specialist Maths [must be taken with Maths Methods]
Maths Methods (Semester 2)	Maths Methods (CAS)	Maths Methods OR Further Maths
General Maths (Semester 2)	General Maths	Further Maths [may be taken with Maths Methods]
Foundation Maths		

Example Combinations of Mathematics units

Year 11	Year 12
General Mathematics 1 and 2	No mathematics
General Mathematics 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Mathematical Methods 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4
Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4

General Mathematics Units 1 and 2

Unit details

Unit 1

- Functions and Graphs – Graphical Representation of Linear Functions.
- Algebra – Use of Formulae and Equations to generalise and analyse Data.
- Trigonometry – Practical Application of Trigonometry to real life examples.
- Geometry – Spatial Relations, Geometric objects, and Measurement.
- Matrices.
- Linear Programming.

Unit 2

- Statistics Collection – Analysis and presentation of Data.
- Financial Mathematics.
- Networks

Areas of study

General Mathematics provides for different combinations of student interests and preparation for the study of Further Mathematics at the Unit 3 and 4 level.

This course is intended to be accessible for students who are not studying Mathematical Methods Units 1 and 2. Students who perform well in this course are encouraged to proceed into Further Mathematics Units 3 and 4 in Year 12.

Further Mathematics Units 3 and 4

Unit details

Units 3 and 4

Core Component: All students undertake three topics within the core component of the course.

These topics include the presentation, summary, description, and analysis of:

- 1) Univariate Data,
- 2) Bivariate Data and
- 3) Recursion and Finance

Modules: All students undertake two of the following modules:

- 1) Matrices
- 2) Networks and Decision Mathematics

Areas of study

These units are intended to be widely accessible. They provide general preparation for employment or further study. They are only recommended for students who have completed either General Mathematics or Mathematical Methods Units 1 and 2. May be taken alone or with Mathematical Methods Units 3 and 4.

Mathematical Methods Units 1 and 2

Unit details

Unit 1

- Functions and Graphs – use and interpretation of graphs of linear, quadratic and cubic relationships.

- Algebra – polynomials, solution of quadratic and cubic equations, sketch graphs, polynomial modelling.
- Functions and Graphs – circular and exponential functions; a gallery of graphs – transformation.
- Trigonometry.

Unit 2

- Rates of Change – constant, average, and instantaneous rates of change, interpreting graphs.
- Calculus – the gradient function, differentiation and applications, anti-differentiation.
- Application of Calculus.
- Probability – calculation of probability of simple and compound events, simulation, representation with diagrams and tables, permutations and combinations, sampling with and without replacement.

Areas of Study

The appropriate use of computer algebra systems (CAS) technology to support and develop the teaching and learning of mathematics and related assessments is included throughout this course.

The material in Mathematical Methods Units 1 and 2 is developed in a closely sequential manner and leads directly into Mathematical Methods Units 3 and 4, which is a prerequisite for a large number of tertiary courses.

Recommendation: It is strongly recommended that only students who complete at least Semester 2 of the Math Methods Prep Class in Year 10 and have been recommended by their teacher should undertake this subject.

Mathematical Methods Units 3 and 4

Unit details

Units 3 and 4

- Functions and Graphs - graphs of various types of functions, transformations, inverse function graphs, solving equations, recognition of functions.
- Algebra - polynomials, exponential and logarithmic equations, inverses of functions, equations with circular functions.
- Calculus - rules and properties of differentiation, anti-differentiation and integration, applications to curves and other problems, areas under curves.
- Probability - discrete random variables, binomial distribution, continuous random variables, normal distribution, statistical inference.

Areas of study

The appropriate use of computer algebra systems (CAS) technology to support and develop the teaching and learning of mathematics and related assessments is included throughout this unit.

Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4. This course is intended to provide an adequate background for further study in, i.e. science, economics, engineering or medicine.

Note: Assumes completion of Mathematical Methods 1/2. May be taken alone or with Further Mathematics 3/4 and/or with Specialist Mathematics 3/4.

Specialist Mathematics Units 1 and 2

Unit details

Unit 1

- Matrices
- Algebra 1
- Algebra II
- Trigonometry
- Geometry

Unit 2

- Gallery of graphs – transformations
- Sequences and Series
- Polar Coordinates
- Complex Numbers
- Vectors
- Graph Theory
- Recursion
- Statistics

Areas of study

This challenging course is intended for able students who also study Mathematical Methods Units 1 and 2, and who plan to study Mathematical Methods Units 3 and 4 and/or Specialist Mathematics Units 3 and 4 in Year 12.

Recommendation: It is strongly recommended that only students who complete both semesters of the Methods Prep Class and have been recommended by their teacher should undertake this subject.

Specialist Mathematics Units 3 and 4

Unit details

Units 3 and 4

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

Areas of study

These high-level mathematics units must be taken in conjunction with Mathematical Methods Units 3 and 4 as they extend and further develop many of the same concepts while also introducing the students to a variety of rich and deep new ideas. Specialist Mathematics Units 3 and 4 are intended for students with a strong creative interest in mathematics and for those wishing to undertake subsequent study in mathematics, physical sciences, engineering and related disciplines.

Note: Assumes completion of Mathematical Methods 1 and 2 and Specialist Mathematics 1 and 2. Must be taken in combination with Mathematical Methods 3 and 4.

Units 3 and 4 assessment details – all streams

Unit 3 and 4 coursework	34%
Written exam 1 (November)	22%
Written exam 2 (November)	44%

MEDIA

Aims of subject

This study enables students to:

- investigate and analyse and reflect on their experience of the media,
- examine the relationship between audiences and the media,
- understand the codes and conventions that are used to construct media narratives and products,
- develop an understanding of traditional and contemporary media forms, products, institutions and industries,
- develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms and products,
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged,
- develop an understanding of the relationship between the media and audiences that produce and engage with it,
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society,
- develop skills in critically understanding the significance and aesthetics of the media,
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

Unit details

Unit 1 Media forms, representations and Australian stories

In this unit students develop an understanding of how the media constructs representations in a variety of Media forms. Students will explore specifically the use of codes and conventions in the construction of representations across different media products. In order to achieve this outcome, students will consider the role of villains through an exploration of a variety of well-known villain archetypes in film (Zod, Scarecrow, Major Arnold Toht, Professor Moriarty, Raoul Silva, Bane, Agent Smith, Kylo Ren). Students will embark on filming their own villain sequence utilising the knowledge and analysis they have engaged with in class. This will be followed by a study of the importance of diversity in representation through *Into the Spiderverse* (Persichetti, Ramsey, Rothman, 2018). Finally, students will examine the representation of women and in particular the independent woman trope through *Wonder Woman* (Jenkins, 2017).

The second aspect of Unit 3 involves students undertaking a personal production in a chosen Media form. This is a crucial foundational step for students in order to engage and see the production process through from research and brainstorming to editing and post-production. This forms an important basis as students develop awareness and the skills essential for Year 12.

Finally, students will explore the idea of Australian Stories and how various Media outlets and institutions are organised in Australia. Students will in essence ‘choose their own Australian adventure’ as they embark on producing a podcast that critically analyses 2 Media texts that reflect 2 different Media forms (eg. Film, short-form content, photography, podcasts.) This is to develop an awareness of the Australian Media landscape as well as the unique attributes and codes and conventions particular to an Australian text.

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

Areas of study

- Media Representations.
- Media Forms in Production.
- Australian Stories.

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. In this unit however, we focus specifically on Film Study using the Auteur Theory as the basis of discussion. This means that we focus on the particular work of significant directors (Tim Burton, Baz Luhrmann, Wes Anderson, Edgar Wright) and examine how their style permeates the works they produce. We will be looking at narrative, mise-en-scene and various production and story elements that create and help us as an audience construct meaning across multiple media forms (podcasts, documentary, short form content). We finish this area of study by watching the Oscar award winning film ***Get Out*** (Peele, 2017) as an ideological reference to the rise of #BLM and social commentary piece about racism and representation.

From this position we then examine the effect of narratives in ‘newer’ and interactive forms by looking at video games and gaming consoles and the way they borrow from film in their construction of narrative and the game environment. We will also touch on the impact and power of social media industries, virtual environments and media consumption in the digital age. Students will analyse the effects of this form of media consumption and the problems posed by increasing access to digital technologies and argue its impact through analysis of key case studies.

Students undertake a final group production activity to design and create a narrative that demonstrate an awareness of one of the above themes explored in class through either a genre, auteur style or documentary piece. They can choose any type of medium to work in (e.g., Film, Photography, Video Game, Podcast, Print Media forms.)

Areas of study:

- Narrative, Style and Genre.
- Narratives in Production.
- Media and Change.

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. This is explored through the texts ***Jojo Rabbit*** (Waititi, 2019) and ***Mad Max: Fury Road*** (Miller, 2015).

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience

engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of study

- Narrative and Ideology.
- Media Production Development.
- Media and Change.

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.

Areas of study

- Media Production
- Agency and Control in and of the Media
- Media and Change

Unit 3 and 4 assessment details

Unit 3 Coursework	10%
Unit 4 Coursework	10%
SAT - Media Production	40%
External Examination (November)	40%

MUSIC

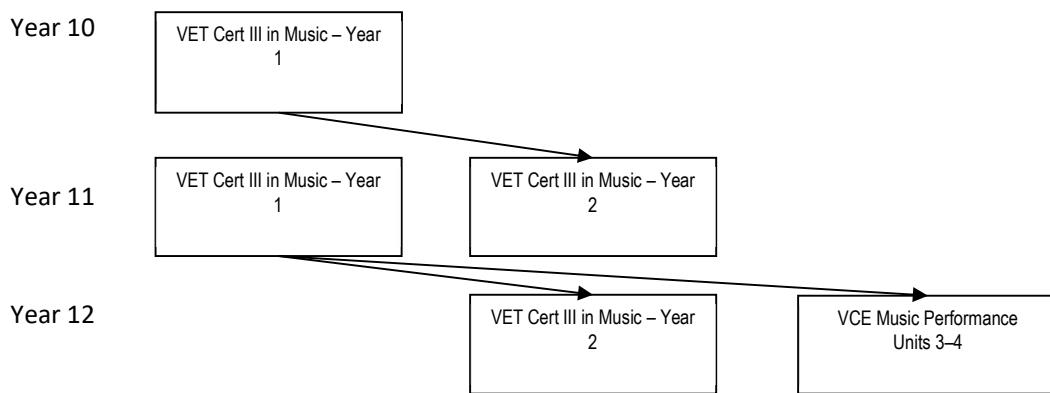
Aims of subject

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

At Year 11, three options exist for students wishing to study music. Firstly, those students who completed the first year of the two-year Certificate III in Music course may continue with this program. Secondly, students who did not undertake the first year of the Certificate Course in Year 10 may commence the program as a Year 11 student and complete it in Year 12. The Certificate III course contributes towards the VCE (recognition of up to three units at Units 1 and 2 level, and a Units 3 and 4 sequence) and the ATAR as a scored assessment (includes an End of Year Performance Exam). Thirdly, students may commence VCE Music Performance Units 1-2 and complete 3-4 in Year 12.

At Year 12, students may also choose to study VCE Music Performance Units 3 and 4.

The following diagram outlines the possible structure of a Music Program for senior students:



VET Certificate III in Music

Unit Details

Unit 1 and 2

Certificate III in Music is a diverse course that caters well for many streams of student interest:

- Performance
- Critical listening
- Music Management
- Music Promotions
- Media
- Group Management
- Audio (recording and mixing)
- Computer-related technology and software

The experience gained through studying the Performance and Musicianship module prepares students for further VCE Music Performance studies at PVCC.

Areas of Study

The course is flexible, and providers can structure the course to suit individual needs. Students are required to receive weekly lessons on their chosen instrument. Some modules require written homework, visiting workers within the music industry, and witnessing performances in varied performance venues.

For further information, also refer to the VET Music page: [VCE VET Music](#)

VET Units 3 and 4 assessment details

Three Coursework Tasks:	50%
External performance exam:	50%

Music Performance Units

Unit details

Units 3 and 4

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Areas of study:

- Performance
- Performance technique
- Musicianship
- Organisation of sound

Units 3 and 4 assessment details

Units 3 and 4 Coursework:	30%
External performance exam:	50%
External oral and written exam:	20%

PHILOSOPHY

Course outline

Philosophers are concerned with thinking rigorously and rationally about ideas and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights. VCE Philosophy explores foundational ideas and enduring questions related to diverse fields, including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Aims of subject

This study enables students to:

- understand the nature of western philosophy and its methods,
- identify and articulate philosophical questions,
- understand and analyse significant philosophical ideas, viewpoints and arguments in their historical contexts,
- explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic,
- understand relationships between responses to philosophical questions and contemporary issues,
- cultivate open-mindedness, reflecting critically on their thinking and that of others, and exploring alternative approaches to philosophical questions.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit details

Unit 1 - What is the nature of reality? How can we acquire certain knowledge?

These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example, through the formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. For the purposes of this study, a primary text is defined as offering a positive argument or viewpoint rather than a mere critique. Students investigate relevant debates in applied epistemology and metaphysics and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or

reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Areas of study

- Existence.
- Knowledge.
- Reasoning.

Unit 2 - Questions of value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills, including formulating philosophical questions and informed responses. For the purposes of this study, a primary text is defined as offering a positive argument or viewpoint rather than mere critique. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Areas of study

- Questions of value

Unit 3 - Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Areas of study

- Minds.
- Bodies.
- Persons.

Unit 4 - The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with

reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.

Area of Study

- The good life.

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

PHYSICAL EDUCATION

Course outline

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

Aims of subject

This study enables students to

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

Recommendation: In order to attempt Physical Education Units 1 and 2, it is recommended that students successfully complete at least one of the two Physical Education electives offered in Year 10. It is also suggested that students wishing to undertake Unit 3 and 4 studies complete Units 1 and 2 first.

Unit details

Unit 1

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of study

- The human body in motion

Unit 2

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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Areas of study

- Physical activity.
- Sport.
- Society.

Unit 3

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. They use practical activities to demonstrate how the correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution of the interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of study

- Movement skills
- Energy for physical activity

Unit 4

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. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

Areas of study

- Training to improve performance

Units 3 and 4 assessment details

Unit 3 coursework 25%

Unit 4 coursework 25%

Written examination (November) 50%

PHYSICS

Aims of subject

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline, including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a 'B' average or better in Mainstream Mathematics as well as a 'B' average or better in Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Unit details

Unit 1 - What ideas explain the physical world?

Area of Study

1. How can thermal effects be explained? In this area of study, students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.
2. How do electric circuits work? In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.
3. What is matter, and how is it formed? In this area of study, students explore the nature of matter and consider the origins of atoms, time and space.

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

Area of Study

1. How can motion be described and explained? In this area of study, students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations.
2. Options: Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.
3. Practical Investigation. Systematic experimentation is an important aspect of physics inquiry. In this area of study, students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Unit 3 - How do fields explain motion and electricity?

Area of Study

1. How do things move without contact? In this area of study, students examine the similarities and differences between three fields: gravitational, electric and magnetic.
2. How are fields used to move electrical energy? The production, distribution and use of electricity have had a major impact on human lifestyles. In this area of study, students use

empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

3. How fast can things go? In this area of study, students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, however, these laws are insufficient to model motion, and Einstein's theory of special relativity provides a better model.

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

Area of Study 1

1. How can waves explain the behaviour of light? In this area of study, students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy and is important in explaining phenomena including reflection, refraction, interference and polarisation.
2. How are light and matter similar? In this area of study, students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.
3. Practical investigation. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4 or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Units 3 and 4 assessment details

Unit 3 coursework	21%
Unit 4 coursework	19%
Written examination (November)	60%

PRODUCT DESIGN AND TECHNOLOGY

Aims of subject

This course is designed to enable students to:

- Develop an understanding of design and product development,
- Identify design problems and develop solutions through the design and production processes,
- Acquire knowledge of the origins and properties of a broad range of processed and unprocessed materials,
- Understand the relationship between the properties of materials and their selection and use as part of the design process,
- Acquire, extend and apply a range of practical skills related to design, safe use of tools, equipment and machines and develop an understanding of the processes used in manipulating materials,
- Develop an understanding of the social and environmental implications of the production, efficient use and disposal of materials and products,
- Develop an appreciation of working with others in a demanding environment to engender a spirit of care and cooperation,
- Develop in a spirit of valuing the skill, ideas and products of their peers.

The class work is primarily practical, and students will be doing several projects designed to incorporate the above aims with an accompanying written folio for each practical task.

Unit details

Unit 1

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

Area of study

- Sustainable redevelopment of a product

Unit 2

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-users/s' needs and wants, function, purpose and context for product design, aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Area of study

- Collaborative design

Unit 3

In this unit, students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues) or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors, including the purpose, function and context of the product; user-centred design; innovation

and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Area of study

- Collaborative design

Unit 4

In this unit, students engage with end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate 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.

Area of study

- Product development and evaluation

Units 3 and 4 assessment details

Units 3 and 4 coursework	20%
School assessed task	50%
Written examination (November)	30%

PSYCHOLOGY

Aims of subject

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Recommendation: It is strongly recommended that PVCC students wishing to study Psychology have achieved a 'C+' average or better in Science and English.

Unit details

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.

Area of Study

- How does the brain function?
- What influences psychological development? The psychological development of an individual involves complex interactions between biological, psychological and social factors.
- Student-directed research investigation. In this area of study, students apply and extend their knowledge and skills developed in Areas of study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest.

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 the 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.

Area of Study

- What influences a person's perception of the world? Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors.
- How are people influenced to behave in particular ways? A person's social cognition and behaviour influence the way they view themselves and the way they relate to others.
- Student-directed practical investigation. In this area of study, students design and conduct a practical investigation related to external influences on behaviour.

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. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system and the understanding of biological, psychological and social factors that influence learning and memory.

Areas of study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

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 mental health continuum and apply a biopsychosocial approach as a scientific model to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of study

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental well-being?
- Practical investigation.

Units 3 and 4 assessment details

Unit 3 coursework	20%
Unit 4 coursework	20%
Written examination (November)	60%

RELIGION AND SOCIETY

Aims of the subject

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice.

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society's decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Unit details

Unit 1 - The Role of Religion in Society

Areas of study

- The nature and purpose of religion.
- Religion through the ages.
- Religion in Australia.

Unit 2 - Religion and Ethics

Areas of study

- Ethical decision-making and moral judgement.
- Religion and ethics.
- Ethical issues and society.

Unit 3 – The Search for Meaning

Areas of study

- Responding to the search for meaning.
- Expressing meaning.
- Significant life experience, religious beliefs and faith.

Unit 4 - Religion, Challenge and Change

Areas of study

- Challenge and response.
- Interaction of religion and society.

Unit 3 and 4 assessment details

Units 3 and 4 coursework 50%

Written examination (November) 50%

THEATRE STUDIES

Aims of the subject

The study of Theatre, performance and dramatic arts is a rich and wonderful way to connect to our Creator God. When we use our gifts of creativity, we are imitating the One who made us. In Drama, we use story to examine our humanity as illustrated through God's Word. Actors and theatre practitioners are given the job of interpreting the world they are in. As Christians, we then direct them to the One who made it.

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies.

Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions.

Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience.

They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences, incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Unit details

Unit 1 – Pre-Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s.

Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production, develop knowledge and skills about theatre production processes and begin to develop skills of performance analysis and apply these to the analysis of a play in performance

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

Areas of study

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts

- Analysing a play in performance

Unit 2 – Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era.

They study innovations in theatre production, develop knowledge and skills about theatre production processes, safe and ethical working practices in theatre production and develop skills of performance analysis.

Areas of study

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production.

Unit 3 – Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied.

Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

Areas of study

- Staging theatre
- Interpreting a script
- Analysing and evaluating theatre

Unit 4 – Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process.

Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Areas of study

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance

Unit 3 and 4 assessment details

Unit 3 coursework	30%
Unit 4 coursework	15%
External performance examination	25%
External oral and written examination	30%

VISUAL COMMUNICATION AND DESIGN

Aims of the subject

This study enables students to:

- develop and apply drawing skills using a range of techniques,
- develop design thinking,
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes,
- apply a design process to create visual communications,
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language Introduction VCE Visual Communication Design 2018–2022,
- develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas,
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

Unit details

Unit 1 – Use of visual language in communication

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to 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. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and the purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. 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.

Areas of study:

- Drawing as a means of communication
- Design elements and design principles
- Visual communications in context

Unit 2 - Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the

communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Areas of study:

- Technical drawing in context
- Type and imagery in context
- Applying the design process

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. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Areas of study:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

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 brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Areas of study:

- Development, refinement and evaluation

- Final presentations

Unit 3 and 4 assessment details

Unit 3 coursework	25%
Unit 3 and 4 SAT	40%
External examination	25%

VET

Vocational Education and Training (VET) offers students the opportunity to combine their VCE studies with vocational training. At PVCC, three courses are offered onsite:

- VET Music
- VET Sport coaching

Whilst the first two courses are usually commenced in Year 10, it is possible for them to be commenced in Year 11 instead (provided class caps have not been reached).

PVCC students are also able to arrange VET participation through the Northern Melbourne VET Cluster (NMVC). The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs in the Northern Region of Melbourne.

This enables:

- The sharing of resources and ideas in the organisation of VET programs,
- Small numbers of students from individual schools to access VET programs.

The Cluster collaborates with employers, industry and TAFE colleges. Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications.

All NMVC VET programs will hold an Information Enrolment Evening early in Term 4.

Features of VET

It is an accredited program (usually over two years) enabling students to complete a nationally recognised vocational qualification and a senior secondary certificate (VCE) at the same time.

It allows students to go directly into employment or receive credit towards further study.

It focuses on students developing industry-specific and workplace skills.

It is a vocationally oriented school program designed to meet the needs of industry.

Some of the certificate courses that PVCC students have previously undertaken include:

- Certificate II in Agriculture
- Certificate II in Automotive
- Certificate II in Building and Construction
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Dance
- Certificate III in Digital Media
- Certificate II in Electro-technology
- Certificate II in Hairdressing
- Certificate II and III in Hospitality
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III in Music (Technical Production)
- Certificate III in Musical Instrument Making and Repairs
- Certificate II in Outdoor Recreation

Please see the *NMVC Handbook* for a comprehensive list of certificate courses available through the VET cluster.

VCE VET MUSIC

Introduction

Certificate III in Music (CUS30109) provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. With additional training and expertise, potential employment outcomes may include band member, songwriter, arranger, promoter, studio teacher and performer. The total number of units required for this qualification is 14, including three compulsory and five elective subjects from Units 1 and 2, and five compulsory subjects from Units 3 and 4. While the course focuses largely on the popular music industry, it is completely appropriate and relevant for students with a classical or jazz orientation and for those who plan to use their musical gifts for God's ministry.

Course outline

Units 1 and 2

Core

CUFCMP301A	Implement Copyright Arrangements	20
CUSIND301B	Work Effectively in the Music Industry	35
CUSOHS301A	Follow Occupational Health and Safety Procedures	10

Electives

CUSMLT303A	Notate Music	40
CUSMPF202A	Incorporate Music Technology in Performance	35
CUSMPF302A	Prepare for Performances	35
CUSMPF304A	Make a Music Demo	40
CUSSOU201A	Assist with Sound Recordings	35

Nominal Hours

250

Units 3 and 4

Core

CUSMPF301A	Develop technical skills in performance	20
CUSMPF305A	Develop improvisation skills	35
CUSMLT301A	Apply knowledge of genre to music making	40
CUSMPF402A	Develop and maintain stagecraft skills	70

One of the following

CUSMPF404A	Perform music as part of a group OR	70
CUSMPF406A	Perform music as a soloist	70

Nominal Hours

235

Units 3 and 4 assessment details

Units 3 and 4 coursework	50%
Written examination (November)	50%

VCE VET SPORT COACHING

Introduction

The Certificate II in Sport Coaching (SIS30115) course at PVCC is a one-year course (it must be chosen for both semesters). This course has been developed with community sport and passionate sporting students in mind.

Students who complete this program will develop a variety of skills and the knowledge to contribute to sport at the community level in assistant coaching or official roles. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

This course aims to provide skills and knowledge in the following areas:

- Individual conditioning for sport
- Communication with participants and parents
- Planning training & competition
- Officiating
- Match day and training management

Course Outline

The certificate will be offered for year 10 students only in 2023. The certificate requires students to complete 10 hours of practice in a community coaching role in a sport of their choice.

Units 1 and 2

Units that will be covered by the course will be:

- SIRXWHS001 Work safely
- SISSSOFO02 Continuously improve officiating skills and knowledge
- SISSPAR009 Participate in conditioning for sport
- HLTAID003 Provide first aid
- SISSSCO001 Conduct sport coaching sessions with foundation level participants
- SISSSCO002 Work in a community coaching role
- SISSSCO003 Meet participant coaching needs

Assessment

Assessment is linked to the learning outcomes of each module and is designed to be competency based. Some competencies are assessed in the classroom, but others require workplace or simulated work-place assessment.

SELECTING A VCE COURSE AT YEAR 11

Before choosing individual studies, it is advised that students carefully consider the prerequisites for tertiary courses of interest as outlined in the VTAC Guide.

English Units 1 and 2 are compulsory.

Year 11 students at PVCC are required to choose 6 studies (i.e. 5 Unit 1 and 2 pairs in addition to English). At Year 11, we have access to the Northern Melbourne VET Cluster. Students may choose a VET Course as one of their 6 subjects (indicate on the grid if VET is one of your selections).

It is strongly recommended that all students take great care when selecting their mathematics study and should take serious note of the recommendations of the Mathematics Department.

Other units need to be chosen with any pre-requisites for further study or work in mind.

In almost all cases, Year 12 studies will be a continuation of those chosen in Year 11, so **choose carefully**.

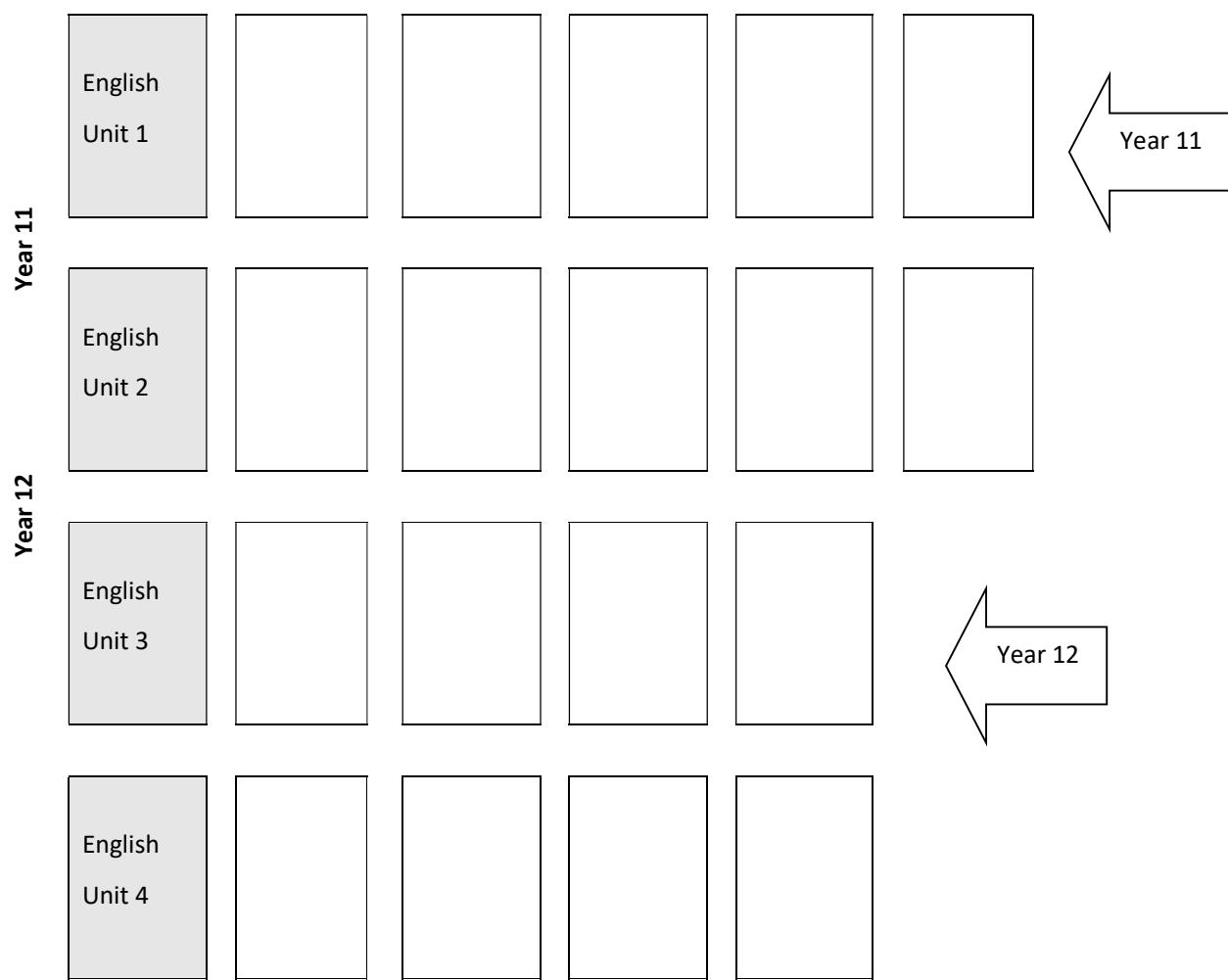
Year 12 students will attempt only 5 Unit 3 and 4 sequences, due to the high workload involved with School Assessed Coursework (SAC's).

This document outlines the content for the VCE units being offered at the college. PVCC reserves the right to withdraw units if there is insufficient demand for them.

Subject selection will be confirmed (and adjusted if necessary) in light of the end of year examination results. This particularly affects Mathematics, Sciences and Literature.

Once the provisional timetable has been drawn up, students may find that certain combinations of units are impossible. However, all pathways and reasonable course combinations can be considered.

You may use the grid on the following page for drafting and brainstorming.



VET Course being considered: _____

PVCC READINESS FOR VCE CHECKLIST

The teachers of PVCC have created the following checklist as a basis for determining the suitability of students for VCE. In doing so, we recognise that VCE is an academic course requiring significant time commitment and diligence on the part of the student. PVCC is also prepared to, where feasible, accommodate the needs of students for whom a full VCE course is not appropriate. Apart from these special arrangements, all PVCC senior students need to be able to meet the following requirements.

In order to be “VCE ready”, a student by the end of Year 10 should:

- be a positive role model for younger students in their behaviour
- need little or no discipline
- wear the college uniform correctly
- obey all college rules
- move around the college in a quiet and respectful manner
- treat all members of the community with respect and good manners
- be punctual
- come prepared to class with all required materials
- enter the classroom ready to work and prepare for work without prompting
- settle to tasks quickly without being asked
- listen in class and take notes where appropriate
- not engage in personal conversations in class
- not interrupt the learning of others
- participate in positive relationships with staff
- recognise when they require assistance with their work
- seek advice outside of class time when difficulties arise
- spend at least one hour EVERY night on homework, whether set or not
- be self-disciplined regarding homework tasks
- submit all work on time
- recognise the intrinsic value of all work, not just tasks to be marked
- be prepared to organise time well to ensure a good life/work balance
- make a personal commitment to learning
- recognise the main function of the college as an education
- recognise that talents are the gifts of God and should be respected
- seek to use their talents to their full capacity

Student: _____ **Signature:** _____

Parent: _____ **Signature:** _____

Please bring this page to your interview

REQUEST TO CHANGE SUBJECT

Guidelines and Application Form

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GUIDELINES

Rationale

The subject selection process at Plenty Valley Christian College is a collective endeavour, involving consultation with stakeholders, capacity-building, and opportunities for parental guidance. At the heart of these policies is the desire to help our students discover their God-given identities, drawing on the wisdom of discipleship and best practice theories. When a request to change is not possible, the College aims to build student capacity in courageous conversations and interpersonal leadership. We aim to strike the right balance between adaptability and honouring commitments.

Values

Striving for excellence

All human beings are created with free will and require opportunities to take responsibility for their self-development in order to flourish (Genesis 2:19-20; Mark 10:17-22). Students should have agency throughout their educational experiences, as they explore and discover their identity and future.

Nurturing Godly character

The best things in life are rarely easy; the most rewarding experiences often come when we commit to something and see it through to its completion (Matthew 5:37; Hebrews 12:1-3). When students make an initial selection of their subjects, they need to do this with careful consideration and a determination to be faithful to their commitments.

Aims

- To ensure students receive guidance from all relevant sources of wisdom, including counsel regarding VCE and tertiary pathways.
- To support students to honour their commitments and relationships.
- To provide an opportunity for students to exercise their agency and voice in the justification of desired changes.
- To ensure effective communication with key stakeholders (teachers, VASS, timetabling).

Limitations

1. Students may not **swap between classes of the same subject**, unless under exceptional circumstances (the Head of Learning and Teaching determines adequate justification).
2. Year 9 and 10 students may not change Electives after **Week 2 of each semester**.
3. Year 12 students may not change subjects after the VCAA deadline. Year 11 students seeking to change must work independently to learn previous content.
4. VCE students must maintain a load of **six subjects in Year 11 and five subjects in Year 12**.

Process

Responsible party	Action required
Student	<ol style="list-style-type: none"> 1. Discuss the desired change with their parents. 2. Download the ‘Request to change subject’ form (located at the end of this document) and complete the first sections. 3. Obtain their parent’s consent via a signature at the bottom of the form. 4. (VCE Students only) Take the form to the Careers Practitioner to ensure the proposed change complies with the student’s intended post-secondary pathway. 5. Teacher consultation: <ul style="list-style-type: none"> a. Take the form to the subject teacher of the class they would like to withdraw from and the subject teacher of the class they would like to move into. b. The student should explain the rationale for the change and seek the teachers’ wisdom regarding potential consequences of the change. c. The teacher will indicate whether there are places available in the class. d. Any concerns at this stage can be discussed with the student and the Head of Learning and Teaching before signing. 6. Submit the completed form to the Head of Learning and Teaching.
Head of Learning and Teaching	<ol style="list-style-type: none"> 1. Determines whether the form is complete. 2. Approves or denies the request, according to the above Aims, Principles, and Limitations. 3. If approved: <ul style="list-style-type: none"> a. Records the approval on SEQTA, which will notify parents. b. Notifies the Timetabler, VASS Administrator, relevant teachers, and the Head of Sub-school. 4. If denied: <ul style="list-style-type: none"> a. Notify the student and parent(s) via email and explain the rationale for the denial.
School administration	Amend enrolment details in SEQTA and VASS (VCE).

REQUEST TO CHANGE SUBJECT FORM

Print this page and follow process (above)

Student details			
Student name			Home Group
Subject (withdrawing)			
Subject (entering)			
Rationale for change (explain why this change is necessary)			
Recommendation from Careers Practitioner (VCE only)			
Signature			
Comments			
Teacher consultation			
Signature (withdrawing)			
Signature* (entering) <small>*Check places are available</small>			
Comments (either)			
Parent consent			
Signature			
Comments			

Please submit completed form to **Head of Learning and Teaching**. Incomplete forms will be unable to be processed.