2024

SENIOR STUDENTS

PATHWAYS GUIDE

GREATER
SHEPPARTON
SECONDARY
COLLEGE

GREATER
SHEPPARTON
SECONDARY
COLLEGE

GREATER SHEPPARTON SECONDARY COLLEGE

2024 SENIOR PATHWAYS TEAM

Executive Principal: Barbara O'Brien

Neighbourhood Principal – Senior Secondary: Kirsten Tozer

Assistant Principal – Senior Secondary: Zarina Fleming

VCE Leader: Felicity Cummins

Applied Learning Leader: Ruth O'Bree

Careers and Pathways Leader: Natasha Boyko

Partnerships Leader: Mary-ann Linehan

MAIN OFFICE

A: 31-71 Hawdon Street, Shepparton

A: P.O Box 4010, Shepparton VIC 3632

E: Greater.Shepparton.sc@education.vic.gov.au

GOTAFE

A partnership between GOTAFE and regional schools to deliver first class vocational training.

W: www.gotafe.vic.edu.au/tec/

LA TROBE UNIVERSITY

Providing aspiration for students from the Goulburn Valley to pursue tertiary education.

La Trobe University | Shepparton Campus

A: 210 Fryers Street, Shepparton VIC 3630

P: 03 5820 8600

E: Shepparton@latrobe.edu.au

W: www.latrobe.edu.au

CONTENTS

HANDBOOK ACRONYMS

ASP: Accelerated Studies Program

ATAR: Australian Tertiary Admission Rank

CAPS: Career Action Plans (formerly MIPS)

DET: Department of Education and Training

EAL: English as an Additional Language

GA: Graded Assessment

GAT: General Achievement Test

LOTE: Language(s) Other Than English

SAC: School Assessed Coursework

SAT: School Assessed Task

PSD: Programs for Students with Disabilities

SEAS: Special Entry Access Scheme

SEW: Student Engagement and Well-being

TAFE: Technical and Further Education

TER: Tertiary Entrance Requirements

VCAA: Victorian Curriculum and Assessment Authority

VCE: Victorian Certificate of Education

VET: Vocational Education and Training

VCE VET: VCAA - managed VET programs comprised of VCE VET units

VCE VM: Victorian Certificate of Education Vocational Major

VPC: Victorian Pathways Certificate

VSL: Victorian School of Languages

VTAC: Victorian Tertiary Admissions Centre

HANDBOOK GLOSSARY

Assessment task

A task set by the teacher to assess student achievement of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Examinations

External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

General Achievement Test (GAT)

A test of knowledge and skills in: writing; mathematics; science and technology; humanities and social sciences; the arts.

Graded Assessment

All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence except for scored VCE VET programs, which have two. Each study includes at least one examination; most studies have School-assessed Coursework (SAC), while some have School-assessed Tasks (SAT).

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE Study Design.

Prerequisite studies

Prerequisite studies are those VCE studies that you must have successfully completed in order to qualify for a course.

Satisfactory Completion Policy at Greater Shepparton Secondary College

Copies of the policy are available upon request or on the college website.

School Assessed Coursework (SAC)

This is a school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or individual Unit 3 and Unit 4. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes. This also applies to Units 1 and 2.

School Assessed Task (SAT)

A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeships and Traineeships (SBAT)

An SBAT is a structured training arrangement, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. SBATs may include apprenticeships, part-time apprenticeships or traineeships.

Semester

One half of the academic year; VCE units are designed to be completed in one semester.

Sequence

VCE Units 3 and 4 are designed to be taken as a sequence.

Special Examination Arrangements

This refers to arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that affect their ability to sit examinations.

Special Entry Access Scheme (SEAS)

This scheme allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

Special Provision

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement. Students can apply for these arrangements under the following categories:

- Mental Health
- Health Impairment or Physical Disability
- Specific Learning Disorder
- Language Disorder
- Motor Coordination Disorder
- Deaf or Hard of Hearing
- Vision Impairment

Statement of Marks

For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Marks: Study Score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results

The document/s issued by the VCAA showing the results a student achieved in the VCE, and whether he/she has graduated. See also VCE Certificate.

Statistical Moderation

The process used to ensure that school assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for students enrolled in that study at that school.

Structured Workplace Learning

On-the-job training, during which a student is expected to practise a set of skills or competencies related to an accredited course, or nationally recognised VET program.

Student Number

The unique number assigned to each student enrolled in VCE and VCE VET.

Study score

A score from zero to fifty which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Tertiary Entrance Requirements

The minimum entrance requirements established by each institution for general entry.

VCE Certificate

The certificate awarded to students who meet VCE graduation requirements. See also '**Statement of Results**'.

VCE VET

Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Certificate of Education (VCE)

The VCE is an accredited senior secondary school qualification.

Vocational Education and Training (VET)

Nationally recognised vocational certificates; these certificates may be integrated within a VCE program.

Unique Student Identifier (USI)

The USI is a reference number made up of ten numbers and letters that creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with. (Required for VET enrolment)

Victorian Tertiary Admissions Centre (VTAC)

VTAC acts on behalf of universities, TAFEs and other providers to facilitate and co-ordinate the joint selection system. VTAC calculates and distributes the ATAR.

References:

VCAA: www.vcaa.vic.edu.au

VTAC: www.vtac.edu.au

DEECD: www.education.vic.gov.au/school/parents/Pages/default.aspx

WHAT IS A PATHWAY?

Why Pathways?

No destination has only one way of getting there. Pathways help us identify connections between VCE, TAFE, University and Employment.

Exploring possible pathways towards the course or career of your choice helps you to:

1. Understand the connection between your chosen program and where you hope it will take you.

2. Provide greater purpose and improve motivation to succeed.

3. More quickly identify alternative paths when changes are necessary.

How to use the Pathways

An important principle of good course selection is ensuring multiple possibilities remain open rather than closed.

If you are able to identify a field of interest (or even a career choice) use this as a starting point. Then work backwards. Then you can look at the combination of units (VCE or VET subjects) that will build towards your aspired direction.

See your Careers Practitioner or House Leader for further details.

Students are strongly advised to consult the VTAC Guide for advice on subject choice, tertiary courses and pathways: www.vtac.edu.au

PATHWAY CHOICES

There are two broad pathways offered to students:

1. The Victorian Certificate of Education (VCE);
2. The Victorian Certificate of Education Vocational Major (VCE VM)

Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCE VM program.

School Based New Apprenticeships (SBAT) can be undertaken as part of a VCE program.

Choosing a Program

- Identify your interests and strengths and link these with appropriate work/career choices.

- Read the information on Pathways to get some ideas about how to select a VCE program that leaves your options open for University or TAFE.

- Seek help from the College's Careers Practitioners regarding prerequisite subjects you may need for University courses that interest you.

- Read information related to a VCE VM program. Discuss with your classroom teachers to identify if this program suits your learning needs and future pathways.

- If you are interested in a Vocational Education (VET) program read the relevant sections.

Assistance with Pathway Choices

When making choices about your program for 2023, you should seek advice and information from your classroom teachers and Careers Practitioner.

Choosing a Year 12 Subject in Year 11

Students may choose a Year 12 3-4 unit for completion in Year 11 (Fast Tracking).

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;

- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 unit.

- have completed a 1/2 unit at Year 10.

- Students who have accelerated in a VCE subject in Year 10 and/or Year 11 are still required to complete the minimum unit requirements of the college. The accelerated subject is an additional subject.

Course Restrictions

Units offered throughout this Program Guide will only run if minimum class sizes are met and teachers are available.

WHAT IS A VCE PROGRAM?

A VCE Program is a set of semester length units undertaken over a minimum period of two years.

This program is designed for students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA Requirements
VCE

Students must successfully complete 3 units of English. Any other units may be chosen to make up the program, ensuring that the balance of subjects suits the students' post-VCE pathway.

Students must satisfactorily complete a minimum of 16 units including:

- 3 units of English (including Unit 3-4);
- 3 other unit 3-4 sequences (6 units).

The 16 units may include an unlimited number of units of Vocational Education and Training (VET).

For the purposes of obtaining an ATAR, students must complete a 3-4 sequence from the English grouping and at least 3 other scored 3-4 sequences, scored VET studies or 10% non scored VET studies.

VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VCE VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake between 16-20 units over the two years.

VPC

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC.

BIOLOGICAL

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	General Maths 1 or Mathematical Methods 1	Physics or Biology 1	Chemistry 1
	Unit 2	An English 2	General Maths 2 or Mathematical Methods 2	Physics or Biology 2	Chemistry 2
Second Year	Unit 3	An English 3	General Maths 3 or Mathematical Methods 3	Physics or Biology 3	Chemistry 3
	Unit 4	An English 4	General Maths 4 or Mathematical Methods 4	Physics or Biology 4	Chemistry 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Environmental Science • Specialist Maths 3 and 4 • Agriculture and Horticulture • Geography	Associate Diplomas, Advanced Certificates and Certificates in: • Horse Studies • Horticulture • Resource Management	Bachelor Degrees in: • Agriculture • Applied Biology • Health • Horticulture • Forest Science • Biological Science • Veterinary Science	• Agriculture • Animal Care • Conservation • Environmental Science • Farming Fisheries • Forestry • Horticulture

CHILDCARE AND NURSING

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Health and Human Development 1	Psychology 1	General Maths 1
	Unit 2	An English 2	Health and Human Development 2	Psychology 2	General Maths 2
Second Year	Unit 3	An English 3	Health and Human Development 3	Psychology 3	General Maths 3
	Unit 4	An English 4	Health and Human Development 4	Psychology 4	General Maths 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Chemistry • Biology • Legal Studies • Physical Education • Physics • Studio Arts • Drama • VET Community Service • VET Allied Health	Associate Diplomas, Advanced Certificates and Certificates In: • Early Childhood • Education Support • Allied Health • Health Support Service • Health Service • Enrolled Nursing • Health Service Assistance	Bachelor Degrees in: • Early Childhood/ Primary • Nursing • Health Science • Social Work	• Early Childcare • Education • Home Care • Nursing • Pre-School Care • Youth/Welfare Work

COMMERCE

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	General Maths 1 or Mathematical Methods 1	Accounting 1	Economics 1
	Unit 2	An English 2	General Maths 2 or Mathematical Methods 2	Accounting 2	Economics 2
Second Year	Unit 3	An English 3	General Maths 3 or Mathematical Methods 3	Accounting 3	Economics 3
	Unit 4	An English 4	General Maths 4 or Mathematical Methods 4	Accounting 4	Economics 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Business Management • Legal Studies • History • LOTE • Industry and Enterprise • VET Business	Diploma, Advanced Certificates and Certificates in: • Accounting • Information Technology • Business • Finance • Office Administration	Bachelor Degrees in: • Accounting • Arts • Business • Commerce • Finance • Economics	• Accounting • Administration/ Management • Advertising • Banking andFinance • Economics • Marketing • Personnel • Public Relations • Real Estate

COMPUTING

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Mathematical Methods 1	Computing 1	Media 1
	Unit 2	An English 2	Mathematical Methods 2	Computing 2	Media 2
Second Year	Unit 3	An English 3	Mathematical Methods 3	Computing 3	Media 3
	Unit 4	An English 4	Mathematical Methods 4	Computing 4	Media 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • An additional Mathematics • Business Management • Chemistry • Physics • VET Information Technology	Diplomas, Advanced Certificates in: • Business • Computing • Engineering • Information Technology • Cyber Security	Bachelor Degrees in: • Applied Science • Computing • Information Systems • Science • Information • Technology • Computer Science	• Computing • Design and Manufacture • Computer Science • Data Processing • Information Systems • Programming • Information Technology

ENGINEERING

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS			
First Year	Unit 1	An English 1	Mathematical Methods 1	Physics 1	Specialist Maths 1	Chemistry 1 or Biology 1
	Unit 2	An English 2	Mathematical Methods 2	Physics 2	Specialist Maths 2	Chemistry 2 or Biology 2
Second Year	Unit 3	An English 3	Mathematical Methods 3	Physics 3	Specialist Maths 3	Chemistry 3 or Biology 3
	Unit 4	An English 4	Mathematical Methods 4	Physics 4	Specialist Maths 4	Chemistry 4 or Biology 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Chemistry • Visual Communication Design • VET Engineering • Mathematical Methods • Specialist Mathematics	Diplomas, Advanced Certificates and Certificates in: • Engineering • Technology (various) • Drafting • Building and Construction • Building Design	Bachelor Degrees in: • Architecture • Applied Science • Computing • Medicine • Engineering (various) • Science • Biotechnology	• Architecture • Applied Science • Computing • Education • Medicine • Engineering • Science • Biotechnology

ELECTRICAL/ELECTRONICS

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS			
First Year	Unit 1	An English 1	Design and Tech 1	Applied Computing 1	Visual Comm. and Design 1	General Maths 1 Mathematical Methods 1
	Unit 2	An English 2	Design and Tech 2	Applied Computing 2	Visual Comm. and Design 2	General Maths 2 Mathematical Methods 2
Second Year	Unit 3	An English 3	Design and Tech 3	Applied Computing 3	Visual Comm. and Design 3	General Maths 3 Mathematical Methods 3
	Unit 4	An English 4	Design and Tech 4	Applied Computing 4	Visual Comm. and Design 4	General Maths 4 Mathematical Methods 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Systems and Technology Electronics • Mathematical Methods • VET Electrotechnology • Physics	Associate Diplomas, Advanced Certificates and Certificates in: • Electrical and Electronics • Industrial Electronics • Instrument Technology • Engineering	Bachelor Degrees in: • Electrical Engineer • Telecommunications	• Electrical Mechanic • TV/Video Repairperson • Instrument Tradesperson • Refrigeration Mechanic • Electrical Technician • Electrical Engineer

ENVIRONMENTAL SCIENCE/STUDIES

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Mathematical Methods or General Maths 1	Enviro Science 1	Chemistry or Biology 1
	Unit 2	An English 2	Mathematical Methods or General Maths 2	Enviro Science 2	Chemistry or Biology 2
Second Year	Unit 3	An English 3	Mathematical Methods or General Maths 3	Enviro Science 3	Chemistry or Biology 3
	Unit 4	An English 4	Mathematical Methods or General Maths 4	Enviro Science 4	Chemistry or Biology 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS

You could complete your program by choosing from:

- Physics
- Information Technology
- Outdoor and Education Studies
- Agriculture and Horticulture
- Geography
- VET Agriculture and Horticulture

TAFE

Associate Diplomas, Advanced Certificates and Certificates in:

- Resource Management
- Parks Management
- Travel andTourism
- Science

UNIVERSITY

Bachelor Degrees in:

- Engineering (Environmental)
- Tourism
- Environmental Science
- Environmental Management
- Science
- Public Health
- Geomatics

EMPLOYMENT

- Environmental
- Management
- Teaching
- Engineering
- Law
- Environment Science
- Town Planning/ Surveying
- Cartography
- Meteorology Tourism
- Landscape Architecture

FOOD/CATERING

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Food Studies 1	Business Management 1	Health and Human Development 1
	Unit 2	An English 2	Food Studies 2	Business Management 2	Health and Human Development 2
Second Year	Unit 3	An English 3	Food Studies 3	Business Management 3	Health and Human Development 3
	Unit 4	An English 4	Food Studies 4	Business Management 4	Health and Human Development 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS

You could complete your program by choosing from:

- Accounting
- Biology
- Chemistry
- Mathematics
- Information Technology
- Legal Studies
- LOTE
- VET Hospitality

TAFE

Diplomas, Advanced Certificates and Certificates in:

- Bread making and Baking
- Butchering
- Cake Decorating
- Commercial Cooking
- Food Technology
- Hospitality Studies
- Pattisere

UNIVERSITY

Bachelor Degrees in:

- Applied Science
- Hospitality Studies
- Food Technology
- Business
- Catering Hotel/ Management

EMPLOYMENT

- Baking
- Bartending
- Butchering
- Catering
- Cooking
- Food and Drink Waiting
- Food Technology
- Hospitality
- Hotel Management

HEALTH

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Biology 1	General Maths or Mathematical Methods 1	Chemistry 1 or Health and Human Development 1
	Unit 2	An English 2	Biology 2	General Maths or Mathematical Methods 2	Chemistry 2 or Health and Human Development 2
Second Year	Unit 3	An English 3	Biology 3	General Maths or Mathematical Methods 3	Chemistry 3 or Health and Human Development 3
	Unit 4	An English 4	Biology 4	General Maths or Mathematical Methods 4	Chemistry 4 or Health and Human Development 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • Health and Human Development • LOTE • Physical Education • Psychology • VET Community Services • VET Sport and Recreation • VET Allied Health Assistant • Sociology	Diplomas, Advanced Certificates and Certificates in: • Enrolled Nursing • Dental Nursing • Dental Technology • Pathology • Allied Health • Patient Transport	Bachelor Degrees in: • Applied Science • Dental Science • Health Science • Medicine • Nursing • Pharmacy • Physiotherapy • Health Promotion • Optometry	• Audiology • Chiropractic • Dentistry • Medicine • Medical Radiations • Nursing • Occupational Therapy • Optometry • Pharmacy

HUMANITIES: GENERAL

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	History 1	Literature 1	Legal Studies 1 or Sociology 1
	Unit 2	An English 2	History 2	Literature 2	Legal Studies 2 or Sociology 2
Second Year	Unit 3	An English 3	History 3	Literature 3	Legal Studies 3 or Sociology 3
	Unit 4	An English 4	History 4	Literature 4	Legal Studies 4 or Sociology 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS	TAFE	UNIVERSITY	EMPLOYMENT
You could complete your program by choosing from: • LOTE • Mathematics (any) • Environmental Studies • Geography • Sociology • Philosophy • International Politics • Psychology	Diplomas, Advanced Certificates and Certificates in: • Professional Writing and Editing • Social and Community Services etc. • Justice	Bachelor Degrees in: • History • Journalism • Language • Media Studies • Public Relations • Social Science • Arts (Crime/Justice/Legal) • Criminology	In a wide range of occupational fields including: • Acting • Banking • Education • Law • Librarianship • Journalism • Management and Sales • Social Work

LEGAL

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		COMPULSORY UNITS	RECOMMENDED UNITS		
First Year	Unit 1	An English 1	Legal Studies 1	Psychology 1	Mathematics 1
	Unit 2	An English 2	Legal Studies 2	Psychology 2	Mathematics 2
Second Year	Unit 3	An English 3	Legal Studies 3	Psychology 3	Mathematics 3
	Unit 4	An English 4	Legal Studies 4	Psychology 4	Mathematics 4

THIS PROGRAM MAY LEAD TO:

RELATED UNITS

You could complete your program by choosing from:

- Economics
- Business Management
- Mathematics
- LOTE
- Sociology
- Philosophy
- History
- Australian and Global Politics

TAFE

Diplomas, Advanced Certificates and Certificates in:

- Social and Community Services
- Law and Security
- Humanities
- Justice

UNIVERSITY

Bachelor Degrees in:

- Arts
- Social Science
- Law
- Education
- Behavioural Science
- Arts

EMPLOYMENT

- Correctional Services
- Criminology
- Defence Studies
- Law
- Law Enforcement
- Police
- Security

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

VICTORIAN PATHWAYS CERTIFICATE (VPC)

WHAT IS A VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR PROGRAM?

VCE Vocational Major (VCE VM)

This a new program within the VCE. It replaces Intermediate VCAL and Senior VCAL. It has no external examinations and no ATAR.

It is a two-year vocational and applied learning program. Students study 16 to 20 units over two years. It can include structured workplace learning and other VCE studies. There are 4 mandated studies and VET.

To meet the completion requirements students will need an "S" for 16 units, which must include:

- 3 Literacy or VCE English units
- 2 Numeracy or VCE Mathematics units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 hours)
- a minium of four Unit 3-4 sequences

The Victorian Pathways Certificate

This is a new certificate that replaces Foundation VCAL. It has no external examinations and no ATAR.

It is a standalone foundation secondary course for Year 11 and Year 12 students. Students can transition into the VCE or the VCE VM, with credit for any VCE or VET Certificate II subjects completed. It is a pathway to entry level VET or employment.

To achieve a satisfactory completion students will need a "S" for 12 units, which must include:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development units

Students can include VCE or VET units in their learning program.

Pathway planning and VCE VM

Students who plan to enrol in VCE VM should note the following important points:

- VCE VM does not provide students with an ATAR score and is not a course for students who wish to go on to University directly after secondary school.
- VCE VM is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships, Traineeships or Employment.
- VCE VM tasks are recorded as S or N when students meet each Unit's outcomes. There is no formal graded assessment in VCE VM.

VCE VM and VPC Units

Prospective VCE VM students should give careful consideration to Mathematics pre-requisites and seek advice from the College's Careers Practitioners if they plan to enter an apprenticeship or apply for certain TAFE courses.

Prospective VCE VM students will need to complete a VET certificate, at least 180 hours. Students should choose an industry area of interest as the focus of their studies.

Prospective VCE VM students should research their VET options ad seek advice from the College's Applied Learning Leader or the Careers Practitioners about the most appropriate VET certificate for their needs.

Structured Workplace Learning (SWL)

VCE VM students also participate in a structured workplace learning placement. Students have the opportunity to choose Structured Workplace Learning that will complement their pathway.

VCE VM Assessment and Reporting

All VCE VM unit learning outcomes are assessed. Students must satisfactorily demonstrate that their knowledge and skills meet the outcome standards. Evidence of student achievement may include portfolios of evidence, class work, group participation, assignments and projects.

VCE and VET units undertaken as part of a VCE VM program are assessed in accordance with VCE and VET requirements.

Students who successfully complete the VCE VM will receive a certificate and statement of results that detail the areas of study that they have completed.

VCE VM Checklist

Students who think that a vocational pathway is the best course for their future pathway should address the following checklist. If their answer to all of these questions is 'yes', they should discuss the VCE VM in more detail with their parents, the college Careers Team and the Applied Learning Leader.

Checklist questions:

- Do I work better when I am involved in applied tasks rather than academic work?

- Does my career path involve TAFE, an apprenticeship or employment, but not University straight away?

- Am I prepared to travel to TAFE to study the VET course that meets my needs?

- Do I agree to pay for any equipment required for VET courses I'm enrolled in?

- Do I understand that it is my responsibility to find a SWL placement?

- Am I prepared to travel outside of the Shepparton area to attend my SWL placement?

It is possible for VCE VM students to start an **Australian School Based Apprenticeships and Traineeships (SBAT)**. SBATs enable students to gain a vocational and technical qualification while completing school studies. They are a great career option for students in Year 11 and Year 12 who have made the decision to pursue a career within a specific industry.

The features of a School Based Apprenticeship or Traineeships include:

- Students can finish Years 11 and 12 while beginning an apprenticeship.

- Students are paid a training wage or apprentice wage for the time spent 'on-the-job' with an employer.

- Students can gain nationally accredited qualifications in an industry.

- Students are covered by a training contract, which links to an industrial award or agreement.

- Students wishing to apply for this program must undertake to independently make contact with an employer.

Please Note: VCE VM may not be available to international students.

VCE STUDIES

ENGLISH	THE ARTS	HEALTH and PHYSICAL EDUCATION	HUMANITIES	LANGUAGES OTHER THAN ENGLISH	MATHEMATICS	SCIENCE	TECHNOLOGY
English/EAL	Art Creative Practice	Health and Human Development	Accounting	Auslan	Foundation Maths	Biology	Agriculture and Horticulture
English Language	Art Making and Exhibiting	Outdoor and Environmental Studies	Australian and Global Politics	Italian	General Maths	Chemistry	Algorithmics
Literature	Dance	Physical Education	Business Management	Japanese	Mathematical Methods	Environmental Science	Computing
	Drama		Economics		Specialist Maths	Physics	Food Studies
	Media		Geography			Psychology	Product Design Technology
	Music		History			Sociology	Systems Engineering
	Theatre Studies		Industryand Enterprise				
	Visual Communication		Legal Studies				
			Philosophy				

Pathways
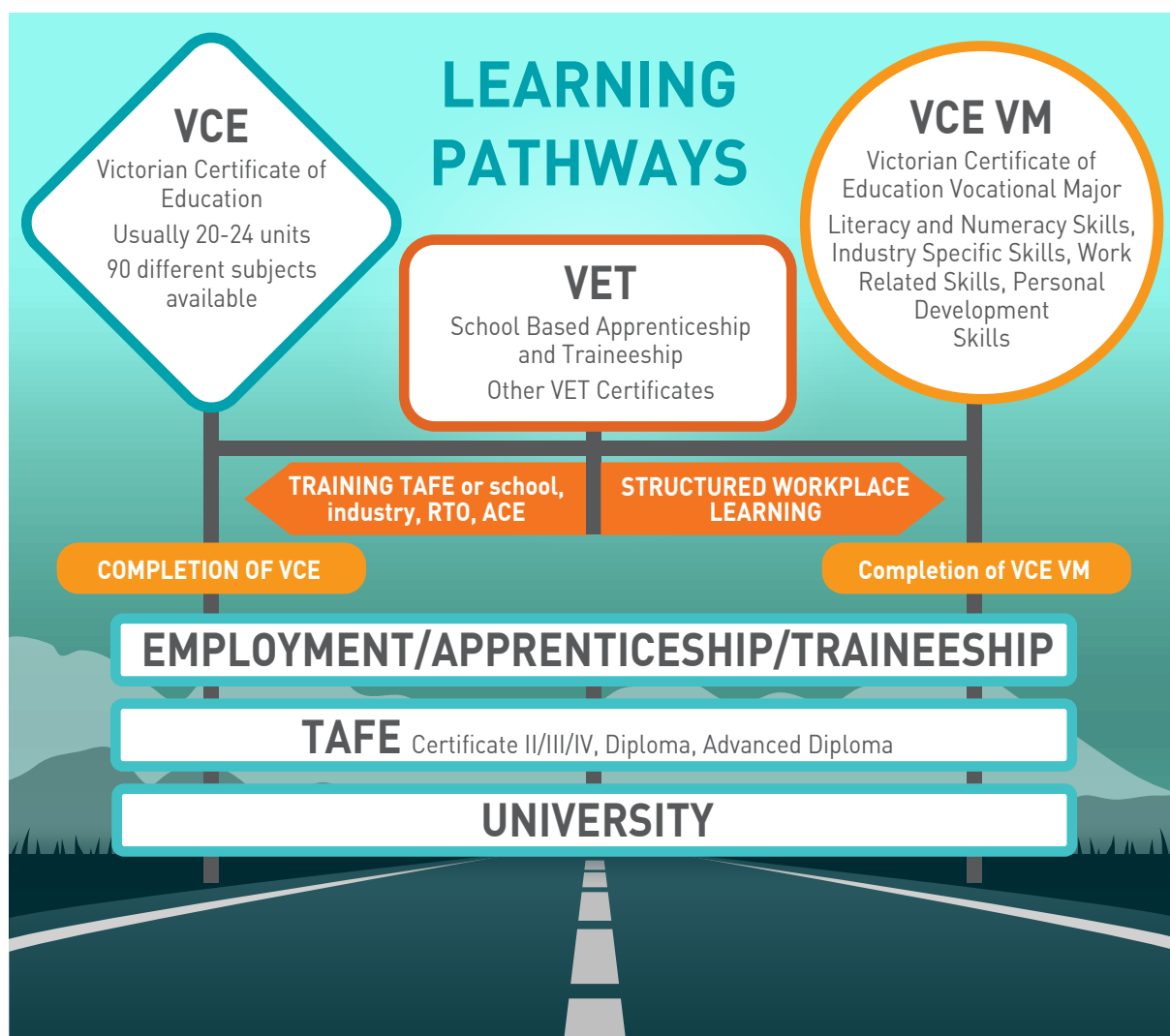
NOTE: Completion at year 12 or equivalent, may take a longer period than two years.

FREQUENTLY ASKED QUESTIONS ABOUT THE VCE

Q. How many Units should I choose each semester in the VCE?

A. You should choose 6 Units in each of semesters 1 and 2 (Year 11) and 5 Units in semesters 3 and 4 (Year 12). If you are doing a VET in your VCE you will complete 5 including the VET.

Q. Can I take longer than 2 years to complete my VCE?

A. Yes. You may spread your VCE over 3 or more years. Many students select a VCE Unit in their Year 10 program.

Q. Can I do some Unit 3 and 4 studies while in my first year of VCE?

A. Yes. It is actually a very good idea to Fast Track a Year 12 subject particularly if you have Fast Tracked in Year 11 and if you intend going on to University. It gives you the 'experience' of the standard of Year 12 and the forms of assessment and also increases your ATAR score.

Q. Can I change my VCE course for the second semester?

A. Yes, for Unit 2. However, Units 3 and 4 must be done as a sequence and so can't be changed halfway through.

Q. What if I am absent on the day a SAC is due in?

A. If you are absent then you must provide a medical certificate and arrange an alternative time to sit the SAC.

Q. What if I find I am having difficulty with my VCE work?

A. You would need to consult with your teacher firstly, then, if the problem still exists see your House Leader or the VCE Leader. A last possible option would be for your course to be reduced.

Q. Can I repeat a Unit?

A. Yes, you can do a Unit twice if you want to but you can only get credit once for your certificate.

Q. What if I have an extended illness/absence and I miss a large section of the work?

A. You will need to consult with your teacher/VCE Coordinator and your options is Special Provision. NOTE: There may be the possible option of some work expectations being omitted.

Q. Do I have to stay at school until I complete my VCE?

A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

Q. If I begin a subject and then decide that I would like to alter my course what do I do?

A. For Unit 1 and 2, changes may be possible to your course of study within the first three weeks of the study.

Q. What happens if I miss a lot of classes?

A. All VCE teachers keep a roll and if your absences are over ten per cent (10%) in one semester (i.e. approx. eight classes) then you will have to formally justify the absences to the VCE Committee.

Q. What if I move schools during VCE?

A. You will obtain credit for work completed so far. Your new school will need to ask for the data to be transferred.

Q. What if I want to do a VCE / VET subject that is not offered at my school?

A. You can enroll in a subject not available at GSSC potentially through the Victorian School of Languages or Distance Education.

VICTORIAN CERTIFICATE of EDUCATION (VCE)

2022 SCALING REPORT

VCAA provides VTAC with study scores (relative positions). These study scores are scaled in order to calculate scaled aggregates and Australian Tertiary Admission Ranks (ATARs). Candidates are in the 2022 scaling population if, excluding small studies, they have obtained at least one VCAA study score in 2022, at least four in total, at least one in an English study [English, English (EAL), English Language or Literature], but do not already have an ATAR. The scaling population is therefore a subset of the entire population. The means and standard deviations below pertain to the scaling population in 2022.

The following table gives the 2022 scaled means and standard deviations as well as the VTAC scaled study scores (rounded to the nearest integer) corresponding to the study scores of 20, 25, 30, 35, 40, 45 and 50. The formal aggregation process uses VTAC scaled study scores to two decimal places, but the following information gives an indication of how scaling adjusts scores in the various studies.

CODE	2022 STUDY	MEAN	ST.DEV.	20	25	30	35	40	45	50
AC	Accounting	30.6	7.4	20	25	30	36	41	46	50
AH	Agricultural and Horticultural Studies	25	6.9	15	19	23	28	34	41	50
AL03	Algorithmics (HESS)	37.2	6.9	25	32	37	42	46	49	51
	Applied Computing									
IT02	Data Analytics	26.7	6.9	16	21	26	32	38	44	50
IT03	Software Development	28.6	7.0	17	22	28	33	39	45	50
AT	Art Creative Practice	27.3	7.5	16	21	27	32	38	44	50
BI	Biology	30.3	7.4	19	25	30	36	41	46	50
BM	Business Management	26.9	7.3	16	21	26	32	38	44	50
CH	Chemistry	33.5	7.2	23	28	34	39	43	47	50
CC	Classical Studies	30.2	7.9	18	24	30	36	42	47	50
DA	Dance	29.3	6.9	19	24	29	34	39	44	50
DR	Drama	28.7	7.0	18	23	28	33	39	44	50
EC	Economics	31.3	7.1	21	26	32	37	42	46	50
EN	English	28.2	7.6	17	22	28	34	39	45	50
EF	English (EAL)	28.1	8.4	16	22	28	34	40	46	50
EG	English Language	32.3	7.2	21	27	32	38	42	47	50
EV	Environmental Science	27.9	7.1	18	22	28	33	38	44	50
XI03	Extended Investigation	33.2	6.5	22	27	32	37	41	46	50
FT	Food Studies	24.1	7.3	14	18	23	29	35	42	50
GE	Geography	28.8	7.0	18	23	28	34	39	45	50
HH	Health and Human Development	26.2	7.3	16	20	26	31	37	43	50
	History:									
HI17	Ancient History	27.0	8.0	15	21	27	33	39	45	50
HA	Australian History	28.7	8.0	17	22	28	34	40	46	50
HR	Revolutions	28.8	7.7	17	23	28	34	40	45	50
IE	Industry and Enterprise	24.7	7.8	11	16	22	28	36	43	50
	Languages:									
AR	Arabic	29.9	7.1	19	24	29	34	40	45	50
AM	Armenian			Small Study or no candidates, see Note below						
AU	Auslan	31.7	4.6	24	27	30	34	37	42	50
BE	Bengali			Small Study or no candidates, see Note below						
LO50	Bosnian			Small Study or no candidates, see Note below						
LO53	Chin Hakha	29.5	5.0	20	23	27	31	36	41	50
CN	Chinese First Language	33.8	8.4	19	26	33	40	45	49	51
LO57	Chinese Language Culture and Society	32.9	6.6	23	28	32	37	42	46	50
CK	Chinese Second Language Advanced	37.7	7.6	25	32	38	43	48	51	53
CL	Chinese Second Language	39.5	6.8	29	35	40	45	48	51	53
AG	Classical Greek			Small Study or no candidates, see Note below						
LO51	Classical Hebrew			Small Study or no candidates, see Note below						
CR	Croatian			Small Study or no candidates, see Note below						
DU	Dutch			Small Study or no candidates, see Note below						
FP	Filipino			Small Study or no candidates, see Note below						
FR	French	40.5	6.7	30	36	41	45	49	52	54
GN	German	38.9	6.8	28	34	39	44	47	50	53
MG	Greek	33.9	6.5	23	29	34	39	43	47	50
HB	Hebrew	42.5	6.4	34	40	45	49	52	54	55
HI	Hindi	34.2	7.7	18	27	35	42	47	49	50
HU	Hungarian			Small Study or no candidates, see Note below						
AU	Indigenous Languages			Small Study or no candidates, see Note below						
IN	Indonesian First Language			Small Study or no candidates, see Note below						
IX	Indonesian Second Language	36.6	7.2	25	32	38	42	46	49	51
IL	Italian	36.5	6.4	27	32	37	41	45	48	50
JA	Japanese First Language			Small Study or no candidates, see Note below						
JS	Japanese Second Language	37.0	7.0	26	32	38	42	46	49	51

CODE	2022 STUDY	MEAN	ST.DEV.	20	25	30	35	40	45	50
LO55	Karen	25.4	5.4	18	22	26	31	36	42	50
KH	Khmer	30.7	6.2	20	24	28	33	37	43	50
KO	Korean First Language			Small Study or no candidates, see Note below						
KS	Korean Second Language	38.3	5.6	32	37	40	43	46	48	50
LA	Latin	44.9	6.8	34	41	46	50	53	54	55
MA	Macedonian	33.3	5.4	24	27	31	34	37	42	50
ML	Maltese			Small Study or no candidates, see Note below						
PN	Persian	27.9	7.5	19	22	26	30	35	41	50
PO	Polish	34.3	6.0	20	26	32	38	43	47	50
PG	Portuguese	29.8	7.3	16	21	27	33	39	45	50
LO49	Punjabi	35.7	7.4	18	26	33	40	45	49	50
RO	Romanian			Small Study or no candidates, see Note below						
RU	Russian	36.3	6.3	25	31	36	41	45	48	50
SE	Serbian	30.2	5.5	18	23	29	35	40	46	50
SI	Sinhala	33.9	5.7	24	29	34	39	43	46	50
SP	Spanish	.4.4	6.7	25	30	35	40	44	47	50
SW	Swedish			Small Study or no candidates, see Note below						
TA	Tamil			Small Study or no candidates, see Note below						
TU	Turkish	28.3	6.2	19	24	30	35	41	46	50
LO54	Vietnamese First Language	30.7	7.3	32	27	32	37	42	46	50
VT	Vietnamese Second Language	35.5	6.3	24	30	35	40	44	48	50
LO52	Yiddish			Small Study or no candidates, see Note below						
	All small LOTES			24	30	35	40	44	48	51
LS	Legal Studies	28.4	7.6	17	23	28	34	39	45	50
LI	Literature	31.6	7.1	21	26	32	37	42	46	50
	Mathematics:									
NF	Further Mathematics	27.5	7.2	17	22	27	33	38	44	50
NJ	Mathematical Methods	33.9	8.4	21	28	35	40	45	49	51
NS	Specialist Mathematics	41.0	8.1	28	36	42	47	51	54	55
ME	Media	26.8	7.3	15	20	26	32	38	44	50
	Music:									
MC05	Music Investigation	29.8	6.9	21	25	29	33	37	42	50
MC04	Music Performance	29.7	6.9	20	24	29	34	39	45	50
MD	Music Style and Composition	30.5	6.8	19	25	30	35	41	46	50
OS	Outdoor and Environmental Studies	25.1	7.0	15	19	24	29	35	42	50
PL	Philosophy	30.0	7.4	19	25	30	36	41	46	50
PE	Physical Education	27.2	7.4	17	22	27	32	38	44	50
PH	Physics	32.0	7.5	21	26	32	37	42	47	50
	Politics:									
PS03	Australian Politics	30.0	7.6	20	25	31	36	41	46	50
PS05	Global Politics	32.1	7.4	21	27	32	38	42	47	50
DT	Product Design and Technology	24.9	7.1	13	18	23	29	36	43	50
PY	Psychology	28.2	7.4	18	23	28	33	39	45	50
RS	Religion and Society	28.6	7.4	18	23	29	34	40	45	50
SO03	Sociology	26.0	7.7	15	20	26	31	37	44	50
SA	Art Making and Exhibiting	26.6	7.3	15	20	25	31	38	44	50
SE03	Systems Engineering	26.2	6.7	15	20	25	30	36	43	50
TT	Texts and Traditions	26.2	7.6	16	21	27	33	39	45	50
TS	Theatre Studies	29.5	7.3	19	24	29	34	40	45	50
VC	Visual Communication Design	27.2	7.2	16	21	26	32	38	44	50
	VCE VET:									
BU23	VCE VET Business	24.3	7.6	14	18	23	29	35	42	50
CT41	VCE VET Community Services	24.7	7.2	15	19	23	28	33	40	50
MU07	VCE VET Creative and Digital Media	26.7	7.6	16	21	26	32	38	44	50
DN06	VCE VET Dance	28.2	6.5	19	23	27	31	35	41	50
EG16	VCE VET Engineering Studies	24.5	6.1	15	19	23	28	34	40	50
EQ05	VCE VET Equine Studies	26.5	7.2	16	21	26	32	38	44	50
FN19	VCE VET Furnishing	23.9	6.4	15	19	24	29	34	41	50
CT37	VCE VET Health Services	25.6	6.9	16	20	25	30	35	42	50
HS31	VCE VET Hospitality	25.3	7.2	15	19	24	30	36	42	50
HS32	VCE VET Hospitality (Kitchen Operations)	24.7	7.0	15	19	24	29	34	41	50
IN60	VCE VET Information Technology	24.6	6.5	15	19	24	29	34	41	50
ET16	VCE VET Integrated Technologies	30.0	7.0	20	25	30	35	40	45	50
LB21	VCE VET Laboratory Skills	26.8	6.9	18	22	27	32	37	43	50
MI19	VCE VET Music Performance	26.1	6.2	18	22	26	30	35	40	50
MI30	VCE VET Music Sound Production	27.2	6.5	18	22	26	31	37	42	50
SR41	VCE VET Sport and Recreation	23.7	6.9	14	18	23	27	33	40	50

Note: Small LOTE (Languages Other Than English) studies were not scaled by the automatic procedure, since their eligible scaling population was less than or equal to ten. The means and standard deviations are not given in these cases, since they are not as useful. For small VCE Languages, the Language adjustment is the maximum of zero and the average Language adjustment over the previous three years. The ATAR Scaled Scores for small VCE Languages in 2021 are shown at the end of the Languages section of the above table under the title "All small LOTEs".

ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

The study is made up of four units:

Unit 1: AC01
Establishing and operating a service business

Outcome 1: Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

Outcome 2: Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2: AC02
Accounting for a trading business

Outcome 1: Record financial data and report accounting information for a sole trader.

Outcome 2: Record financial data and report accounting information for a single activity sole trader using commercial accounting software, and discuss the use of ICT in the accounting process.

Outcome 3: Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Unit 3: AC03
Recording and reporting for a trading business

Outcome 1: Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

Outcome 2: Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: AC04
Control and analysis of business performance

Outcome 1: Record financial data using double entry accounting and report accounting information using an accrual based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.

Outcome 2: Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

AGRICULTURE AND HORTICULTURE

VCE Agricultural and Horticultural Studies takes an interdisciplinary approach to the exploration of food and fibre production, with an overarching focus on land cultivation and the raising of plants and animals through evidence-based, sustainable and ethical practices. Students consider the role of agriculture and horticulture from local, state, national and global perspectives.

Practical tasks are integral to Agricultural and Horticultural Studies throughout all units.

Unit 1:   AH01
Change and Opportunity

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

Unit 2:   AH02
Growing Plants and Animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production.

Unit 3:   AH03
Securing the Future

In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances.

Unit 4:   AH04
Sustainable Food and Fibre Production

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. In particular, students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products.

ALGORITHMICS (2025)

VCE Algorithmics (HESS) examines how information about the world can be systematically represented and how the processes can be made sufficiently explicit and precise so they can be implemented in a computer program. The focus is not on coding but on 'algorithmic thinking'. Algorithmics covers systematic methods for analysing real-world problems and identifying the salient aspects that need to be modelled as the basis for finding a solution. It explores the design of algorithms to solve these problems, resulting in a powerful approach to manipulating, and reasoning about, structured information.

This study investigates algorithmics, which provides a structured framework for solving real-world, practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought by virtue of the methodical way it approaches problem-solving.

Unit 3:
Algorithmic Problem-solving

This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming. Algorithmic problem-solving is a technique that can be applied very broadly in addressing a wide range of complex practical problems.

Outcome 1: On completion of this unit the student should be able to define and explain the representation of information using abstract data types and devise formal representations for modelling various kinds of real-world information problems using appropriate abstract data types.

Outcome 2: On completion of this unit the student should be able to define and explain algorithmic design principles, design algorithms to solve information problems using basic algorithm design patterns and implement the algorithms.

Outcome 3: On completion of this unit the student should be able to design suitable solutions for real-world problems that require the integration of algorithms and data types, including the communication of solutions and their justification.

Unit 4:
Principles of Algorithmics

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

Outcome 1:

On completion of this unit the student should be able to establish the efficiency of simple algorithms and explain soft limits of computability.

Outcome 2:

On completion of this unit the student should be able to solve a variety of information problems using algorithm design patterns and explain how heuristics can address the intractability of problems.

Outcome 3:

On completion of this unit the student should be able to explain the historical context for the emergence of computer science as a field and discuss modern machine learning techniques and the philosophical issues they raise.

Unit Requirements/Recommendations

Compulsory pre-requisite units: Maths Methods 1 and 2

Recommended combined units: Maths Methods 3 and 4, Specialist Maths Unit 1-4, Software Development 3 and 4

ART CREATIVE PRACTICE

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Unit 1: AR01
Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks.

Unit 2: AR02
Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They also explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Unit 3: AR03
Investigation, ideas, artworks and the Creative Practice

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

Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit 4: AR04
Interpreting, resolving and presenting artworks and the Creative Practice

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

ART MAKING AND EXHIBITING

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

Unit 1:   SA01
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 is documented in both visual and written form in a Visual Arts journal. They will present at least one completed artwork.

Unit 2:   SA02
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.

Unit 3:   SA03
Collect, extend and connect

In Unit 3 students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Unit 4:   SA04
Studio practice and art industry contexts

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.

AUSTRALIAN AND GLOBAL POLITICS

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events

Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world.

Unit 1:
Ideas, actors and power

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

Unit 2:
Global connections

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

They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 3:
Evaluating Australian democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 3:
Global actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 4:
Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Unit 4:
Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this timeframe

BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

Unit 1: BI01
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.

Unit 2: BI02
How does inheritance impact on 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 reproductive strategies, including the use of cloning technologies. They study adaptations that enhance an organism's survival. Students explore interdependences between species in ecosystems. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3: BI03
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.

Unit 4: BI04
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. 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.

BUSINESS MANAGEMENT

Business Management combines theoretical study with business contact in the community involving small and large businesses. The contact will take the form of on-site visits, guest speakers, interviews, videos and other activities. Students will assess both large and small business with focuses on human resource management, operations management, public relations, advertising and corporate management.

Unit 1: BM01
Planning a Business

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

Unit 2: BM02
Establishing a business

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

Unit 3: BM03
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.

Unit 4: BM04
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.

CHEMISTRY

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Unit 1:   CH01
How can the diversity of materials be explained?

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

Unit 2:   CH02
How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Unit 3:   CH03
How can design and innovation help to optimise chemical processes?

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent.

They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4:   CH04
How are carbon-based compounds designed for purpose?

Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

APPLIED COMPUTING

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

Unit 1:   CO01
Applied Computing

This unit focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data and create a digital solution that graphically presents the findings of an investigation. Students also examine wireless and mobile networks, and security controls to protect stored and transmitted data. They also acquire and apply knowledge of information architecture and web authoring skills when creating a website.

Unit 2:   CO02
Applied Computing

This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. Students develop an understanding of data and how a range of software tools can be used to extract data and present it in a clear, usable and attractive manner. Students will also use problem-solving methodology to create a solution using database management software.

Unit 3:   CO03
Informatics

This unit focuses on data, information and information systems. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications. They create the first part of a project, framing a hypothesis and selecting, acquiring and organising data from multiple data sets using spreadsheets or databases to help analyse and interpret it.

Unit 4:   CO04
Informatics

This unit focuses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis from Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. Students will also explore how different organisations manage the storage and disposal of data and information.

Unit 3:   CS03
Software Development

This unit focuses on the application of a problem-solving methodology and underlying skills to create purpose designed solutions using a programming language. Students use a programming language to create working software modules. They also analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4:   CS04
Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They transform their detailed design prepared in Unit 3 into a software solution. Students also apply systems thinking skills when explaining the relationship between two information systems that share data.
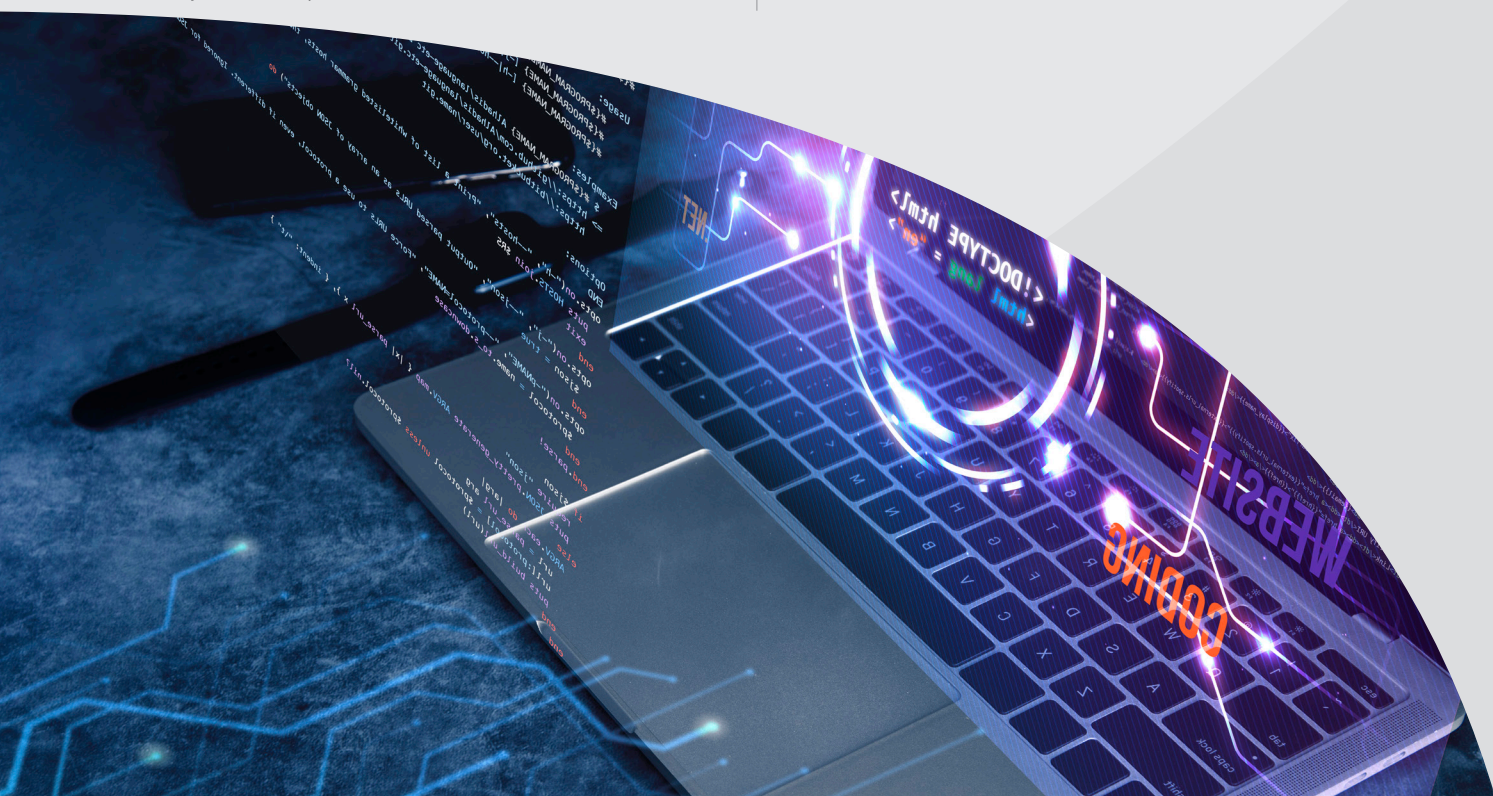
DANCE

In the study students use sources of inspiration to generate, choreograph and present performances of complete dance works. VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

Unit 1   DA01
Dance Perspectives

Outcome 1: On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers' dance works, and discuss influences on their own dance-making.

Choreography and Performance

Outcome 2: On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

Dance Technique and Performance

Outcome 3: On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.

Awareness and Maintenance of the Dancer's Body

Outcome 4: On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer's body.

Unit 2   DA02
Dance Perspectives

Outcome 1: On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.

Choreography, Performance and Dance-Making Analysis

Outcome 2: On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Dance Technique, Performance and Dance Analysis

Outcome 3: On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Unit 3   DA03
Dance perspectives

Outcome 1: On completion of this unit the student should be able to analyse selected solo dance works.

Choreography, Performance and Dance-Making Analysis

Outcome 2: On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Dance Technique, Performance and Analysis

Outcome 3: On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

Unit 4   DA04
Dance Perspectives

Outcome 1: On completion of this unit the student should be able to analyse a selected group dance work.

Choreography, Performance and Dance-Making Analysis

Outcome 2: On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

DRAMA

Drama gives students the opportunity to rehearse and perform in front of an audience. They explore character development and look at different forms of drama. Students learn about stagecraft and have the opportunity to see a live theatre performance.

Unit 1:   DR01
Introducing performance styles

Outcome 1: On completion of this unit the student should be able to use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

Outcome 2: On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

Outcome 3: On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 and 2.

Outcome 4: On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a professional drama performance.

Unit 2:   DR02
Australian Identity

Outcome 1: On completion of this unit the student should be able to use a range of stimulus material to create a solo or ensemble performance work as well as document and record the playmaking techniques used to shape and develop this performance work.

Outcome 2: On completion of this unit the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student's own performance work.

Outcome 4: On completion of this unit the student should be able to analyse a performance of an Australian drama work. The student should be able to identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama work by Australian practitioners".

Unit 3:   DR03
Ensemble Performance

Outcome 1: On completion of this unit the student should be able to develop and present character/s within a non-naturalistic ensemble performance.

Outcome 2: On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

Outcome 3: In this outcome students analyse and evaluate a professional drama performance.

Unit4:   DR04
Solo Performance

Outcome 1: On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

Outcome 2: On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

Outcome 3: On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

ECONOMICS

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on living standards. Economics is a compulsory subject in most first year university Business/Commerce courses. Therefore, it is highly recommended for students who are considering this future pathway. The study of Economics may lead a student into a variety of career and study options including: Business/Commerce/Arts Degrees, Journalism, Politics, any career in the business world – including in banking, financing, human resources, public relations, accounting, marketing and sales, logistics and distribution.

Unit 1: EC001
The Behaviour of Consumers and Businesses

The Australian economy uses the market-based system to allocate resources. This unit looks at the role of consumers and businesses in the economy, and the factors that influence their decision making. Students will investigate one or more key markets (eg. Fitness and personal training market) to determine how prices and quantities traded change within the market. An examination of how various factors may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: EC002
Contemporary Economic Issues

This unit looks at the meaning and importance of economic growth, and its effect on living standards. Economic growth is generally thought to promote improvements in living standards, however there may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from economic decisions. Students will also investigate the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. A global economic issue is also studied in Unit 2.

Unit 3: EC003
Australia's Economic Prosperity

The Australian economy is constantly evolving. In this unit students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. Using a recent case study, students will identify instances where the market fails to allocate resources efficiently, and assess if Government intervention leads to a more efficient allocation of resources. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students will analyse how international transactions are recorded, and the impact of these transactions on the Australian economy. The Australian Government's goals of low inflation, strong and sustainable economic growth and full employment are also studied.

Unit 4: EC004
Managing the Economy

This unit examines how the Australian Government and the Reserve Bank can utilise budgetary and monetary policy to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on its strengths and weaknesses, and explain how each policy has been utilised by the Australian Government in the past two years. Students will examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency.

ENGLISH

VCE English focuses on how English Language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

Unit 1: EN01

Students engage in reading and viewing texts with a focus on making personal connections to the ideas and values presented through characters, setting and plot. They discuss, clarify and extend their understandings of how voice, point of view, language and structural features have contributed to the showcasing of ideas in text. In the second half of this unit students apply, extend and challenge their understandings of imaginative, persuasive and informative texts through a growing awareness of situated contexts, stated purposes and audiences. Students read an array of mentor texts to gain inspiration and a deepened understanding of the diverse ways that vocabulary, text structures and language features and ideas interweave to craft compelling texts.

Outcome 1: On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2: On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2: EN02

Through the exploration of a different text type from that studied in Unit 1 students write an analytical response in order to build skills such as discussing ideas, applying appropriate metalanguage, integrating evidence, and exploring organisational structures such as formal essays. They learn in greater depth to unpack the ways vocabulary, text structures, language features and conventions of a text impact the meaning of a text. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world. students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Outcome 1: On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2: On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3: EN03

In this area of study, students critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is understood by different audiences and positions its readers in different ways. Students will also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts to create their own crafted pieces.

Outcome 1: On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4: EN04

Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students also discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. Students develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic.

Outcome 1: On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

ENGLISH AS AN ADDITIONAL LANGUAGE

EAL English is a common study that encourages students to regard reading, writing, listening, speaking and thinking as active and integrated processes. The study of English encourages the development of literate individuals capable of critical and imaginative thinking and creativity.

A student is eligible for EAL status if they have been a resident in Australia for no more than 7 calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4. For students undertaking Unit 3 and 4 EAL in 2024 that means their arrival date is AFTER 1 January 2016.

Unit 1: EAL01

Students engage in reading and viewing texts with a focus on making personal connections to the ideas and values presented through characters, setting and plot. They discuss, clarify and extend their understandings of how voice, point of view, language and structural features have contributed to the showcasing of ideas in text. In the second half of this unit students apply, extend and challenge their understandings of imaginative, persuasive and informative texts through a growing awareness of situated contexts, stated purposes and audiences. Students read an array of mentor texts to gain inspiration and a deepened understanding of the diverse ways that vocabulary, text structures and language features and ideas interweave to craft compelling texts.

Outcome 1: On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

Outcome 2: On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Unit 2: EAL02

Through the exploration of a different text type from that studied in Unit 1 students write an analytical response in order to build skills such as discussing ideas, applying appropriate metalanguage, integrating evidence, and exploring organisational structures such as formal essays. They learn in greater depth to unpack the ways vocabulary, text structures, language features and conventions of a text impact the meaning of a text. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world. students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Outcome 1: On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2: On completion of this unit the student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3: EAL03

In this area of study, students critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is understood by different audiences and positions its readers in different ways. Students will also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts to create their own crafted pieces.

Outcome 1: On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Unit 4: EAL04

Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students also discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. Students develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic.

Outcome 1: On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

ENGLISH LANGUAGE

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. In this study, students read widely to develop their analytical skills and understanding of linguistics.

Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Unit 1: EL01
Language and Communication

In this unit students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Outcome 1: On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

Outcome 2: On completion of this unit the student should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Unit 2: EL02
Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language. In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

Outcome 1: On completion of this unit the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.

Outcome 2: On completion of this unit the student should be able to identify and explain the effects of the global spread of English through spoken and written texts.

Unit 3: EL03
Language Variation and Purpose

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.

Unit 4: EL04
Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. In this unit, students focus on the role of language in creating, establishing and challenging different identities. This includes a focus on accent, regional variations, social variations and attitudes held towards these variations. Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

LITERATURE

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Unit 1: LI01

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Outcome 1: On completion of this unit the student should be able to respond to a range of texts through close analysis.

Outcome 2: On completion of this unit the student should be able to 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.

Unit 2: LI02

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students then study text in context, reflecting on representations of a specific time period and/or culture within a text.

Outcome 1: On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2: On completion of this unit the student should be able to 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.

Unit 3: LI03

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text. Students develop their own interpretations of a set text, analysing how ideas, views and values are presented and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance their understanding.

Outcome 1: On completion of this unit the student should be able to 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.

Outcome 2: On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4: LI04

Students focus on the imaginative techniques used for creating and recreating a literary work, using their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.. They write expressively to develop a close analysis, using detailed references to the text.

Outcome 1: On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2: On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

ENVIRONMENTAL SCIENCE

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

Unit 1: EV01
How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit 2: EV02
What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Unit 3: EV03
How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: EV04
How can climate change and the impacts of human energy use be managed?

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

FOOD STUDIES

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: FY01
Food origins

This unit focuses on food from historical and cultural perspectives, students investigate the origins and roles through time and across the world. In area study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter gatherer to rural based agriculture, today's urban living and global food trade. Students consider the origins and significance of food through inquiry into food processing regions of the world. In area of study 2 students focus on Australia and look at Australian Indigenous foods prior to European settlement and how food patterns have changed since, particularly through the influence of food production processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine. They consider the influence of technology and globalisation of food patterns. Throughout this unit students complete topical and contemporary practical tasks to demonstrate and share their learning with others.

Unit 2: FY02
Food makers

In this unit students investigate food systems in contemporary Australia. Area of study 1 focuses on commercial food production Industries while area of study 2 looks at production of small-scale production settings, as both of a comparison and compliment to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industries to provide safe, high quality food that meets the needs of the consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their food to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of the development and using practical food skills in daily life. In demonstrating their practical skills students design new food products and adapt recipes to suite particular needs and circumstances. They consider the possible extension of their role as small scale food producers by exploring entrepreneurial opportunities.

Unit 3: FY03
Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of 2 Study focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the tole of food shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilities the establishment of nutritious and sustainable meat patterns.

Unit 4: FY04
Food issues, challenges and futures In this unit

Students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics farming practices, the development and application of technologies, and the challenges of food security. Food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to access information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this until provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

GEOGRAPHY

The study of geography is underpinned by several key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? These questions are explored through fieldwork and the investigation of a wide range of secondary sources.

Unit 1:   GE01
Hazards and disasters

This unit includes the study of hazards and the responses to them by people. Students will undertake a study of several specific hazards that may include, coastal erosion, alien animal invasion, floods and oil spills amongst others. Students also explore the nature and effectiveness of specific measures such as predication and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

Unit 2:   GE02
Tourism

This unit involves investigating the characteristics of tourism including, where it has developed, its various forms, how it has changed and its impacts on people, places and environments.

Students will investigate in detail at least one tourism location using appropriate fieldwork techniques as well as one other location elsewhere in the world.

Unit 3:   GE03
Changing the land

This unit involves the study of changes to land use over time as well as changes to natural land cover. Land use change in the local area is studied through fieldwork and secondary sources of information. The study of changes to natural land cover will look into deforestation, desertification and melting glaciers and ice sheets. Students investigate the processes of these changes as well as the global responses to the impacts of land cover change.

Unit 4:   GE04
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. This study is supported with examples from within and between countries with different economic and political conditions and social structures.

HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development provides students with an understandings of health and wellbeing and how important it is to themselves and their families, the community and the broader global community. Students will explore the relationship between biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. Health and Human Development offers students a range of pathways including further study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1:   HH01
Understanding health and wellbeing

In this unit students will identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students will look at the influences on health and wellbeing and the indicators used to measure and evaluate health status. The focus of this unit is youth.

Unit 2:   HH02
Managing health and development

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

Unit 3:   HH03
Australia's health in a globalised world

Students will explore health and wellbeing as a global concept. They will consider the benefits of optimal health and wellbeing. They will look at the fundamental conditions required for health improvement. They will use this knowledge to analyse and evaluate variations in the health status of Australians. Students will examine health promotion and improvements in population health over time. Students will look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4:   HH04
Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Students will build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They will consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also investigate the role of non-government organisations and Australia's overseas aid program.

HISTORY

History helps you to organize ideas, draw conclusions based on observations and evidence; understand the present and anticipate the future; and interpret a variety of representations. The subject is valued by tertiary institutions for its insight into the nations' background and for the research and analysis skills developed by the study. The subject also is a nice compliment to other subjects because it helps you to write effective essays and teaches you skills important in developing new ideas.

Unit 1:   HI11
Global Empires

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to seize the power of the established empires of Venice, China and the Ottoman Empire. Students will investigate the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires. Students will also examine how new ideas and discoveries challenged old certainties and strengthened European empires.

Unit 2:   HI12
Global Empires

This unit explores the operation of European colonies and the challenges they faced from within and without. In each Area of Study, students will examine in depth at least one European colony in the Americas, Africa or the Caribbean. Students will analyse the methods used by European powers to establish colonies and investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges and assess the empire's global standing by 1775.

Unit 1:   HI01
Modern History

This unit explores the nature of political, social and cultural change in the period between the world wars. Students will investigate the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two. Students will also focuses their studies on the profound changes to social life and culture, and analyses the factors which influenced change in the inter-war years.

Unit 2:   HI02
Modern History

This unit explores 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. Students will investigate the ideological divisions in the postwar period and analyse the nature, development and impact of the Cold War. Students will also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

Unit 1:   HI11
Ancient History

This unit is an in depth investigation into Ancient Mesopotamia.

Students investigate the creation of city-states and empires. They will examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation. The study of Ancient Mesopotamia provides important insights about the growth of cities.

Unit 2:   HI12
Ancient History

This unit examines the foundation and development of either Ancient Egypt or Early China.

Ancient Egypt: Students will explore the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife. Students will also explore the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Early China: Students will explore the development of civilisation in Ancient China and examine the rise and fall of the Qin and Han empires.

Unit 3 and Unit 4:   HI13 and HI14
Ancient History

In each of Units 3 and 4, students explore the structures of either: Ancient Egypt, and or Rome and a period of crisis in its history.

Students will investigate how life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society. These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

Unit 3:   HI08
Australian History

This unit explores the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the gold rush decade in 1860. Students will consider the dramatic changes introduced by the British colonisers and examine transformations in the way of life of the Aboriginal peoples and to the environment. Students explore the type of society Australians attempted to create in the early years of the newly federated nation and will evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit 4:   HI09
Australian History

This unit investigates the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression or World War Two. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century. Students will examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Unit 3 and Unit 4: Revolutions   HI33, HI34

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people.

Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Teachers will select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

• The American Revolution of 1776.
• The French Revolution of 1789.
• The Russian Revolution of October 1917.
• The Chinese Revolution of 1949.

INDUSTRY AND ENTERPRISE

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

Unit 1: Workplace participation   IE01

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Unit 2: Being enterprising   IE02

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Unit 3: Enterprise culture   IE03

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Unit 4:. Industry change and innovation   IE04

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

LEGAL STUDIES

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access:

- fairness: all people can participate in the justice system and its processes should be impartial and open
- equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- access: all people should be able to engage with the justice system and its processes on an informed basis.

Unit 1:   LS01
The presumption of innocence

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

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

Unit 2:   LS02
Wrongs and rights

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

Unit 3:   LS03
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 criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4:

Unit 4:   LS04
The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

L.O.T.E.

The study of L.O.T.E. provides students with the opportunity to learn a language which is different from English; to broaden their knowledge of another culture and people through language and to experience success in communicating in a different language. |The L.O.T.E. course includes a study of the country, its history and traditions through a variety of medium such as reading, videos and discussion with native speakers. The course concentrates on improving the students' ability to use the L.O.T.E. in appropriate forms in the four skill areas of speaking, listening, reading and writing. The main function of the Four Units is to provide students with a personal level of knowledge of the particular LOTE which will enable them to communicate and understand essential information in daily life situations. These Units are designed to increase student's skill in speaking, listening, reading and writing. The topics in each Unit will be chosen to enable students to satisfy their own specific interests and, at the same time, to link the Four Units together as part of the building blocks for any further study. It is highly recommended that students should have completed both Year 9 and 10 study in the language before attempting VCE LOTE. Languages currently offered include Auslan LO03; Italian LO14; Japanese LO46.

Unit 1:   LO01
Establish your skills
This Unit will focus on reorganising previous information. Students will be allowed to move at their own level and pace, use the language in familiar situations, link and build vocabulary resource. In order to complement the relevant skills of listening, speaking, reading and writing, students will be encouraged to use examples of personal writing to be transformed into a possible conversation or a narration.

Unit 2:   LO02
Use the language
The purpose of this Unit is to allow the students to use the language in a conversation-interview situation and be able to answer impromptu questions. Practicing and building up vocabulary will be an essential part of the Unit. Students will develop strategies for improving their performance. Audio recording could be used to encourage students' constructive criticism of themselves and others.

Unit 3:   LO03
Practice your skills with others
Speaking to inform is a vital aspect in any language. This Unit will prepare students to select appropriate discourse to convey the desired messages. Examples of written activities to help in this task could be presented in the form of set instructions, record of process of events a report or others. Clarity of expression and accuracy of linguistic elements will be considered as part of the outcome of this Unit.

Unit 4:   LO04
Present your point
In this final Unit, students will further develop the capacity to express and support their view and opinions in their LOTE. In presenting their view to a small audience the students can use some illustrative material and provide some comments to questions. There will also be some reorganisation of written information.

MATHEMATICS

Foundation Mathematics

Foundation Mathematics focuses on enabling students to use mathematics in practical contexts encountered in everyday life in the community, at work and when studying.

In order to successfully complete each unit, students need to meet all three outcomes for each Area of Study.

Outcome 1: On completion of this unit students should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Outcome 2: On completion of this unit students should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit students should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 1:   MA101

The Areas of study taught include:

- Algebra, number and structure – estimation and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.
- Data analysis, probability and statistics – collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.
- Discrete mathematics: Financial and consumer mathematics – the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.
- Space and measurement – time and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Unit 2:   MA102

The Areas of study taught include:

- Algebra, number and structure – estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.
- Data analysis, probability and statistics – the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.
- Discrete mathematics: Financial and consumer mathematics – the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.
- Space and measurement – shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

Unit 3:   MA103

Unit 4:   MA104

The Areas of study taught include:

- Algebra, number and structure – estimation the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.
- Data analysis, probability and statistics – collection presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.
- Discrete mathematics: Financial and consumer mathematics – the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.
- Space and measurement – the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

General Mathematics

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

In order to successfully complete each unit, students need to meet all three outcomes for each Area of Study.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. The Casio Classpad calculator is the main type of technology used, therefore students need to become proficient in using it.

Unit 1:   MA071
The Areas of study taught include:

- Data analysis, probability and statistics – types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.
- Algebra, number and structure – the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.
- Functions, relations and graphs – linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.
- Discrete mathematics – the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 2:   MA072
The Areas of study taught include:

- Data analysis, probability and statistics – association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.
- Functions, relations and graphs – direct and inverse variation, transformations to linearity and modelling of some non-linear data.
- Discrete mathematics – the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.
- Space and measurement – units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

Unit 3:   MA073
Unit 4:   MA074
The Areas of study taught include:

- Data analysis, probability and statistics – data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.
- Discrete mathematics – the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities; the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems; the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

In order to successfully complete each unit, students need to meet all three outcomes for each Area of Study.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. The Casio Classpad calculator is the main type of technology used, therefore students need to become proficient in using it.

Unit 1:   MA111
The Areas of study taught include:

- Functions, relations and graphs – the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.
- Algebra, number and structure – supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed between Units 1 and 2.
In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.
- Calculus – constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.
- Data analysis, probability and statistics – the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

Unit 2:   MA112
The Areas of study taught include:

- Functions, relations and graphs – graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.
- Algebra, number and structure – students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the consolidation and revision, further development and application of content prescribed in Unit 1, as well as the study of additional algebra material introduced in the other areas of study in

Unit 2.
- Calculus – differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.
- Data analysis, probability and statistics – the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Unit 3:   MA113
Unit 4:   MA114
The Areas of study taught include:

- Functions, relations and graphs – transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.
- Algebra, number and structure – the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.
- Calculus – graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.
- Data analysis, probability and statistics – discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Specialist Mathematics

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

In order to undertake Specialist Mathematics, students also need to undertake Mathematical Methods.

In order to successfully complete each unit, students need to meet all three outcomes for each Area of Study.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 1:   MA091
The Areas of study taught include:
- Algebra, number and structure – the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.
- Discrete mathematics - the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Unit 2:   MA092
Areas of study taught include:
- Data analysis, probability and statistics – the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.
- Space and measurement – trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.
- Algebra, number and structure - the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.
- Functions, relations and graphs - an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Unit 3:   MA093
Unit 4:   MA094
Areas of study taught include:
- Discrete mathematics - the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.
- Functions, relations and graphs - rational functions and other simple quotient functions, curve sketching of these

functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry. Areas of study taught include:
- Discrete mathematics - the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.
- Functions, relations and graphs - rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.
- Algebra, number and structure - the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.
- Calculus - the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.
- Space and measurement - the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.
- Data analysis, probability and statistics - the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

MEDIA

*Sections may be subject to change in the 2024 Study Design

Scope of Study

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

Unit 1: ME01
Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and nonfictional narratives in different media forms.

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.

Unit 2: ME02
Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

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

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

Unit 3: ME03
Media narratives, contexts 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.

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.

Unit 4: ME04
Media production: agency and control in and of 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.

Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

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

MUSIC

Scope of Study

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Unit 1: MC031
Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: MC022
Effect in Music

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

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

MUSIC INQUIRY

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

Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

Unit 3:
Influence in Music

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

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

MUSIC CONTEMPORARY PERFORMANCE

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

Unit 3:

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4:

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

MUSIC REPERTOIRE PERFORMANCE

This study is designed for students who have been participating in formal instrumental lessons for a number of years. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer.

Unit 3:

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4:

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

MUSIC COMPOSITION

Scope of Study

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

Across both units students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles.
- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles.

Unit 3:

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

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

Unit 4:

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

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

OUTDOOR AND ENVIRONMENTAL STUDIES

The Outdoor and Environmental Studies (OES) course focuses on the way people relate with natural places, the impact we have on these places and strategies for ensuring these places are protected for the future. There will be two or three trips each unit of three to four days each, in which adventure activities - including hiking and overnight camping - are used as a means of journeying through and studying natural environments. Trips are a compulsory part of the OES course. A medical certificate or note counter-signed by the school principal or VCE Coordinator must be provided to the OES teacher if unable to attend a trip.

Unit 1:   **OS01**
Understanding Outdoor Environments

This Unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. It investigates why people spend time in natural environments and the ways we use natural environments.

Unit 2:   **OS02**
Discovering Outdoor Environments

This Unit looks at different types of natural environments, how they change over time, the impacts people have (both negative and positive) on natural environments, codes of conduct, and the impact of new technologies on natural environments.

Unit 3:   **OS03**
Relationships with Outdoor Environments

Area of Study One focuses on the history of Australia prior to human habitation. This includes relationships expressed by specific indigenous communities before and after colonisation. It also examines the relationships of non-indigenous people though early colonisation to post federation, and the policy changes of political parties through environmental movements.

Area of Study Two focuses on relationships within Australia in the last decade. This includes indigenous peoples' custodianship of the land. Students unpack conservation and recreation environments and the economics of this. Students investigate two recent conflicts over the use of Australian land as well as environmental issues related to federal politics, and the influence of social debates on environmental projects.

Unit 4:   **OS04**
Sustainable Outdoor Relationships

Area of Study One focuses on sustainability and the observable characteristics of environments. It also examines societal threats on environments, the importance of healthy environments and mitigation strategies to combat climate change.

Area of Study Two focuses on land management strategies from both indigenous and non-indigenous groups. It also looks at acts and conventions relating to land management and the groups that help achieve this.

Area of Study Three requires students to generate primary data from practical experience and analyse this through a report interpreting the data.

PHILOSOPHY

VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, and open-mindedness. The ability to think philosophically is highly regarded in careers where analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed.

Unit 1:   PL01
Existence, Knowledge and Reasoning

Students explore two key areas of philosophy — metaphysics and epistemology. Metaphysics is the study of the basic structures and categories of what exists, or of reality. Students analyse metaphysical problems like: What is consciousness? How real is virtual reality? Is everything we do determined by forces beyond our control? Epistemology is the philosophy of knowledge. Students analyse problems such as: What is the difference between knowledge and belief? Should we trust our senses? Does science offer objective truths? Students explore what it means to think philosophically, and apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments.

Unit 2:   PL02
Questions of Value

In this unit, students consider if there are basic principles and underlying ideas of morality. For example, the laws of our society reflect a position that murder and theft are wrong, but a philosopher is interested in the justifications for these convictions. Students also analyse problems in value theory (which considers social, political and aesthetic value), and develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, and analyse and develop analogies.

Unit 3:   PL03
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 set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4:   PL04
The Good Life

This unit considers 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 well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

PHYSICAL EDUCATION

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The integration of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. The accreditation period for VCE Physical Education has recently been updated and changes will now stay consistent until 2021. Units 1 and 2 have been redeveloped this year, with Units 3 and 4 being updated in 2018.

Unit 1: PE01
The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: PE02
Physical activity, sport and society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. 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 across various stages of the human lifespan.

Unit 3: PE03
Movement skills and energy for physical activity
Students will be introduced 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. Students investigate the relative contribution and 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.

Unit 4: PE04
Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. 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.

PHYSICS

In VCE Physics, students use observations, experiments, measurements and mathematical analysis to develop explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation.

Unit 1:   PH01
How is energy useful to society?

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

Unit 2:   PH02
How does physics help us to understand the world?

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Unit 3   PH03
How do fields explain motion and electricity?

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

Unit 4   PH04
How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

PRODUCT DESIGN AND TECHNOLOGY

*Sections may be subject to change in the 2024 Study Design

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Throughout each unit, students' learning experiences involve exposure to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media. Technological decisions have an impact on all aspects of peoples' lives. Evaluation of the purpose, processes and products of technological activity and the wider role of technology in societies is integral to this study.

Unit 1: DT01
Design Modification and Production

This unit focuses on redesigning an existing product. It provides a structured approach to define a design problem and then generate, analyse and evaluate ideas. Students examine the processes and techniques used by a current designer to produce and evaluate a redesigned product. Consideration is given to protection of intellectual property implications related to design.

Unit 2: DT02
Collaborative design

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product, within a product range based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for aspects of the design and production processes.

Unit 3: DT03
Design, Technological, Innovation and Manufature

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4: DT04
Product Development, Evaluation and Promotion

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3 and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgements about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

PSYCHOLOGY

In VCE Psychology, students explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Unit 1: PY01
How are behaviour and mental processes shaped?

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

Unit 2: PY02
How do internal and external factors influence behaviour and mental processes?

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

Unit 3: PY03
How does experience affect behaviour and mental processes?

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: PY04
How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

SOCIOLOGY

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Sociology students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation. The study is made up of four units.

Unit 1:
Youth and family

This unit introduces students to the discipline of sociology. Students explore the social category of youth and the social institution of family. They will look at why the experience of being young has varied and continues to vary across time and space as well as the range of experiences of young people. Students also explore different definitions of the family and how families have changed over time. They will explore key developments influencing contemporary family life and the influence of government policy and assistance on the experience of family.

Unit 2:
Social norms: Deviance and Crime

In this unit students explore the concepts of deviance and crime. Students focus on the concept of deviance, including how what is considered deviant may differ according to age and social status and across time and space. They explore a variety of perspectives that sociologists have established to explain deviance and deviant behaviour. Students also develop an understanding of the concept of crime and how it is shaped by a community's sense of what is considered right and wrong. They use Australian data to examine and analyse crime rates and consider the various factors that may contribute to people committing crimes.

Unit 3:
Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. In Area of Study 1, students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on later generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. In Area of Study 2, students examine the sociological concepts of race and ethnicity. They explore the ways that cultural identity is formed and experienced by Australian ethnic migrant groups and consider a range of factors that may shape both belonging and inclusion. They also investigate Australia's ethnic diversity.

Unit 4:
Community, social movements and social change

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1, students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by change. In Area of Study 2, students investigate the role of social movements and develop an understanding of the purpose, evolution, power and outcomes of social movements.

SYSTEMS ENGINEERING

*Sections may be subject to change in the 2024 Study Design

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the engineering process. It focuses on mechanical and electrotechnology engineered systems.

Each unit provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective as well as providing 'real life' experiences. Students gain knowledge and understanding about and learn to appreciate and apply technological systems. This course integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluating techniques as the ability to apply these skills are a growing demand in industry as projects become more complex and multidisciplinary.

Unit 1:
Introduction to mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding underlying principals and building blocks that operate in mechanical devices. It provides a structured approach for students to apply their knowledge to design, construct, test and evaluate operational systems. The focus of this unit should be mechanical; however, it may include electronic components.

Unit 2: DT02
Introduction to electrotechnology systems

This unit focuses on the design and construction of electrotechnology systems. This encompasses systems which include electrical, electronic and microelectronic circuitry. Students apply their knowledge through research, design, manufacture, testing and evaluation. This construction process draws heavily upon design and innovation.

Unit 3: DT03
Integrated systems engineering and energy

In this unit students commence work on the design and planning of an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources and provide power for engineered systems. Students develop a folio which is research based recording their findings through testing theories.

Unit 4: DT04
Systems control and new and emerging technologies

In this unit students complete the production work and test and evaluate the control system they designed in unit 3. Students use project and risk management methods throughout the construction of their product and use a range of materials, tools equipment and components. Students expand their knowledge of new and emerging technologies, developments and innovations and the impact on the developing world.

THEATRE STUDIES

VCE Theatre Studies focuses on the development of skills in acting along with skills in various stage crafts such as: set design, costume design, lighting etc. This is developed through workshop intensives and the rehearsal process. A commitment to participate in rehearsals outside of school hours is a requirement of this course.

Unit 1: TS01
Theatrical Styles of the Pre-modern Era

Outcome 1: On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the pre-modern era.

Outcome 2: On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.

Outcome 3: On completion of this unit the student should be able to analyse a performance of a play script from the pre-modern era in performance.

Unit 2: TS02
Theatrical Styles of the Modern Era

Outcome 1: On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

Outcome 2: On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate stagecraft in a professional performance of a play script from the modern era.

Unit 3: TS03
Producing Theatre

Outcome 1: On completion of this unit the student should be able to apply stagecraft to interpret a play script for performance to an audience and demonstrate understanding of the stages of the production process.

Outcome 2: On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate ways in which a written play script selected from the prescribed play list is interpreted in its production to an audience.

Unit 4: TS04
Performance Interpretation

Outcome 1: On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Outcome 2: On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate acting in a production from the prescribed play list.

VISUAL COMMUNICATION DESIGN

*Sections may be subject to change in the 2024 Study Design

The design and creation of visual communications requires the selection and application of methods, media, materials, design elements and design principles and final presentations. Collectively these are the resources of visual language. Visual language is integral to the design process and refers to the communication of ideas through experiences, images and objects. Students use visual language to communicate their ideas at all stages of the process including research, generation of ideas and development of concepts, refinement and resolution.

Unit 1: VC01
Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. 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 purpose of design.

Unit 2: VC02
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 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.

Unit 3: VC03
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.

Unit 4: VC04
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. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. 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. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

VOCATIONAL MAJOR LITERACY

Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life.

Unit 1

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. Students build on and work to consolidate their digital literacy skills through critically assessing digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information. Students will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

Outcome 1: Students should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Outcome 2: Students should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Unit 2

Students will engage in issues that are characterised by disagreement or discussion. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue. Students practise their use of persuasive language and participate in discussion of issues. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Outcome 1: Students should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.

Outcome 2: Students should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

Unit 3

Students will become familiar with and develop confidence in understanding and accessing informational, organisational or procedural texts. These texts reflect real-life situations encountered by students and are representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. Students will focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. They read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organizations they interact with.

Outcome 1: Students should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Outcome 2: Students should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4

Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice. Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be connected to their learning in Unit 4 of either Work Related Skills or Personal Development Skills

Outcome 1: Students should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

Outcome 2: Students should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

VOCATIONAL MAJOR NUMERACY

Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work.

Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

Areas of study:
There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

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

Areas of study
There are four areas of study for Unit 2:
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

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

Areas of study
There are four areas of study in Unit 3:
- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

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

Areas of study
There are four areas of study for Unit 4:
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS

Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Unit 1
Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

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

Unit 2
Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

- Area of Study 1: What is community?
- Area of Study 2: Community cohesion
- Area of Study 3: Engaging and supporting community

Unit 3
Leadership and teamwork

This unit is focused on helping students recognise the qualities that make someone a good leader, and then work on developing those qualities themselves. It involves looking at effective teamwork and problem-solving scenarios to then reflect on how to lead within their community. Students will build their communication and problem-solving skills in this unit.

- Area of Study 1: Social awareness and interpersonal skills
- Area of Study 2: Effective leadership
- Area of Study 3: Effective teamwork

Unit 4
Community project

This unit is designed to engage students in a project that relates to a current issue in the community. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Working together, students will research the issue and present an objective to achieve to address the issue. They will reflect on how community awareness of the issue can be improved and will consider how the project could be managed in the community. Students will present their findings and project to an audience at the completion of the unit and report on if they have met their objectives through the project work.

- Area of Study 1: Planning a community project
- Area of Study 2: Implementing a community project
- Area of Study 3: Evaluating a community project

VOCATIONAL MAJOR WORK RELATED SKILLS

Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL). Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

Unit 1
Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

- Area of Study 1: Future careers
- Area of Study 2: Presentation of career and education goals

Unit 2
Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

- Area of Study 1: Skills and capabilities for employment and further education
- Area of Study 2: Transferable skills and capabilities

Unit 3
Industrial relations, workplace environment and practice

This unit centres around exploring the qualities of a positive work environment, with a main focus on:
- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

In this unit, students will build their skills in positive working relationships and identify the features of a supportive workplace culture. They will investigate workplace related issues such as discrimination, harassment, and conflict resolution. Students will be able to identify and discuss the impact that positive teamwork and communication skills can contribute to productive and positive workplaces.

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 2: Workplace responsibilities and rights
- Area of Study 3: Communication and collaboration

Unit 4
Portfolio preparation and presentation

In this unit, students will present their knowledge and information in a portfolio to communicate their skills and experiences to future education providers and workplaces. They will develop their knowledge and skills whilst exploring the features and characteristics of high-quality portfolios to guide their own work. At the end of the unit, students will present their completed folio in a panel style interview.

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation

VICTORIAN PATHWAY CERTIFICATE LITERACY

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. VPC Literacy aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts. The curriculum will assist students to develop an understanding of the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. This Literacy study is based upon applied learning principles, making strong connections between students' lives and their learning.

Unit 1
Module 1: Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience.

Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Unit 2
Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Module 2: Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

Unit 3
Module 1: Literacy for civic participation

This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Module 2: Literacy for pathways and further learning

This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

Unit 4
Module 1: Negotiated project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

VICTORIAN PATHWAY CERTIFICATE NUMERACY

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through numeracy, students understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Unit 1
Module 1: Personal numeracy

Personal numeracy relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events.

Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

Module 2: Financial numeracy

Financial numeracy relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

Unit 2
Module 3: Health and recreational numeracy

Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies.

Module 4: Civic numeracy

Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

VICTORIAN PATHWAY CERTIFICATE PERSONAL DEVELOPMENT SKILLS

VPC Personal Development Skills provides a framework through which students can increase their self-understanding, build their capacity for self-care and engage meaningfully with both their student cohort and the broader community. This study equips students to set and achieve challenging personal goals, and to take action to improve their health and wellbeing.

Through coursework and participation in both independent and collaborative activities, students develop skills that contribute to personal development, build experience and create opportunities, for example teamwork, communication, time management and problem-solving.

Unit 1
Module 1: Understanding self

This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience.

Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Module 2: Developing self

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.

Unit 2
Module 1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Module 2: Community participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

VICTORIAN PATHWAY CERTIFICATE WORK RELATED SKILLS

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

Unit 1
Module 1: Interests, skills and capabilities in the workplace

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

Module 2: Employment opportunities and workplace conditions

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

Module 3: Applying for an employment opportunity

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

Unit 2
Module 1: Identifying and planning for a work-related activity

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

Module 2: Completing and reviewing a small-scale work-related activity

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

Unit 3
Module 1: Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Module 2: Rights and responsibilities

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

Module 3: Physical health and safety

This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

Unit 4
Module 1: Explore and plan for potential pathways

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

Module 2: Employment seeking activities and the application process

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

VOCATIONAL EDUCATION and TRAINING (VET)

VOCATIONAL EDUCATION AND TRAINING (VET)

What is a VET subject?

VET subjects are nationally recognised courses in the Australian Qualifications Framework (AQF) and provide students with the opportunity to undertake industry or skills training. VET courses involve competency-based learning.

What are the course requirements for VET?

VET subjects can be studied in either a VCE or VCE VM course. Students can obtain an AQF Certificate Level II or III qualification in addition to the VCE or VCE VM. VET subjects may contribute to the ATAR in one of two ways. Some VET subjects offer scored assessment. These include Cookery, Business, Community Services, Engineering, and Sport and Recreation.

What are the requirements for structured workplace learning?

VET subjects also require or recommend structured workplace learning to complement and extend learning. Industry and employability skills are assessed in the workplace and contribute to the assessment of a VET subject.

Why choose a VET subject in your VCE or VCE VM course?

As preparation for employment:

- Students have experience of a specific occupation and therefore know it is the right career choice for them.
- Students develop work-ready skills and are introduced to potential employers or referees.
- Students complete an industry specific certificate and fast-track their pathway to the occupation.

As preparation for further TAFE study:

- Students have the opportunity to demonstrate interest in a particular industry which will assist them to gain a place in a TAFE course.
- Students who complete AQF Certificate Level II courses gain time exemption from AQF Certificate Level III courses undertaken at TAFE after school.

As preparation for University study:

- Students have the opportunity to demonstrate an interest in a particular industry which will assist them to gain a place in a university course.
- Some VET subjects count in the students ATAR.
- Students will develop essential work skills which, in turn, will help them obtain part time work.
- Students will develop an appreciation of being an employee.

GREATER SHEPPARTON SECONDARY COLLEGE VET OFFERINGS

Certificate II in Community Services

The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

Areas covered include:
- an introduction to the community services industry
- working with diverse people
- communication in the workplace
- work health and safety
- working with clients and providing first point of contact.
- industry areas, childcare, aged care and disability services

VCE students are able to undertake this certificate as a scored assessment.

Certificate II in Cookery

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

VCE students are able to undertake this certificate as a scored assessment.

Certificate II in Engineering Studies

Students work on a range of engineering skills through the use of module books, practical tests and theory assessments to meet the required competencies. VET Engineering is a two year (400 Nominal hours) course and is designed to deliver basic skills and knowledge for students interested in entering the engineering industry. On successfully completing the course, students will receive a Certificate II in Engineering Studies.

VCE students are able to undertake this certificate as a scored assessment.

Certificate II in Music

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. Other units in the program include performing simple pieces, mixing sound in a broadcasting environment and repairing and maintaining audio equipment.

Work experience and pathways into different music industry contexts such as Live Theatre, Broadcasting, Recording or Live Sound are possibilities for interested students.

Credit in the VCE or VCE VM: recognition of up to four VCE VET units at Units 1 and 2 level.

Certificate III in Business

This Certificate III in Business develops the skills and knowledge required for a variety of roles across different industry sectors. VCE students are able to undertake this certificate as a scored assessment.

Learning areas:
- Safe and sustainable work practices
- Communication in the workplace
- Customer service
- Team work
- Information management
- Document design and development
- Prioritisation and self management
- Social media tools for business
- Social and cultural diversity

VCE students are able to undertake this certificate as a scored assessment.

Certificate III in Sport and Recreation

The Certificate III in Sport and Recreation (VCAA Program 3) is our most popular VET in schools course. Delivered over two-years this course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

Areas covered include:
- planning a session and facilitating groups
- conducting warm-up and cool-down programs
- safety and the sport environment
- social media and creative thinking
- first aid and emergency situations
- managing conflict

VCE students are able to undertake this certificate as a scored assessment.

Australian School Based Apprenticeship Traineeships

Students may consider undertaking a part-time Australian School Based Apprenticeship and Traineeships as another vocational option in their VCE or VCE VM course. Students with SBATs undertake their training with an employer in the workplace and their competency is assessed by GOTAFE or another Registered Training Operator (RTO). See your Careers Practitioner, VCE Leader, Applied Learning Leader or House Leader.

Please be aware that delivery of these programs depends on the number of students who select them.

For program details please refer to:
www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

Choose your career

Choose a career path	VETDSS Course
Animals	Certificate II in Animal Care ACM20121
Equine	Certificate III in Equine Studies (VCE VET) 22513VIC
Agriculture	Certificate II in Agriculture (VCE VET) AHC20116
Beauty	Certificate III in Make-Up (VCE VET) SHB30215
Hair	Certificate II in Salon Assistant (VCE VET) SHB20216
Art & Design	Certificate III in Design Fundamentals CUA30720
Business	Certificate III in Business BSB30120
IT	Certificate III in Information Technology (VCE VET) ICT30120
Automotive	Certificate II in Automotive Vocational Preparation (VCE VET) AUR20720
Engineering	Certificate II in Engineering Studies 22470VIC
Building	Certificate II in Building and Construction Pre-Apprenticeship (VCE VET) 22338VIC
Plumbing	Certificate II in Plumbing (Pre-Apprenticeship) 22569VIC
Electrical	Certificate II in Electrotechnology (Career Start) UEE22020
Early Childhood	Certificate III in Early Childhood Education and care (Partial Completion) CHC30121
Education	Certificate III in Education Support CHC30213
Health	Certificate III in Allied Health Assistance (Incorporates HLT33115) (VCE VET) HLT33015
Community Service	Certificate III in Community Services (Incorporates CHC22015) (VCE VET) CHC32015
Cookery	Certificate II in Cookery (VCE VET) SIT20421

D Docker St, Wangaratta
N NCN Health, Cobram
W William Orr, Shepparton
H High St, Wallan

F Fryers St, Shepparton
S Seymour
B Benalla

O Online with compulsory on campus workshops
T Tone Rd, Wangaratta
A Archer St, Shepparton

Location	Qualification Obtained Over 2 Years	Structured Workplace Learning (SWL)**	Possible maximum VCE Credit
O	Yes	Mandatory 40 hrs p.a.	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
O	Yes	Strongly Recommended	4 x Units 1 & 2, Units 3 & 4 (ASA)
W			
F D	Yes	Strongly Recommended	Units 1-4 (BC)
F	Yes	Mandatory 40 hrs	4 x Units 1 & 2
A D	No ***	Strongly Recommended	Units 1-4 (BC)
O			
F T	No ***	Strongly Recommended	2 x Units1& 2, 2 x Units 3 & 4 (ASA)
D S A	No ***	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
F D	Yes	Strongly Recommended	Units 1-4 (BC)
W D	Yes	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
W D	No ***	Strongly Recommended	3 x Units 1 & 2, Units 3 & 4 (AI)
F D	Yes	Strongly Recommended	3 x Units 1 & 2, 1 x Units 3 & 4 (AI)
F D S W H	No ***	Mandatory 120 hrs	Units 1 & 2, 2 x Units 3 & 4 (BC)
F D S W H	No ***	Mandatory 50 hrs p.a.	Units 1-4 (BC)
F D S	Yes	Strongly Recommended	3 x Units 1 & 2, 2 x Units 3 & 4 (ASA)
F	Yes	Strongly Recommended	Units 1 & 2, 3 x Units 3 & 4 (ASA)
F D S	Yes	Strongly Recommended	2 x Units 1 & 2, Units 3 & 4 (ASA)

(AI) = ATAR Increment: 10% of the fourth study score in the primary four scaled studies.
(BC) = Block Credits: Amount of credits is based on certificate level and completed UoC's. (Refer to VCAA TSC rules.)
(ASA) = ATAR Scored Assessment: The study score contributes to the ATAR, one of the best four studies or as a fifth or sixth study.

If enrolling in a VET program through your school, GOTAFE will charge your school for tuition and materials charges. Your school determines the amount it will pass on to you. The programs listed are offered with every intention that they will operate, however it may be necessary to cancel or postpone programs due to insufficient enrolments or funding changes. The program codes, titles and materials fees are correct at the time of publication and are subject to change without notification.
Please note: VFE block credit may be used in the calculation of the ATAR. Please refer to VTAC for further information.

**Please Note: Structured Workplace Learning (SWL) recommendations & requirements are listed as per the 2019 VCAA SWL Summary and may be subject to change without notification. SWL is strongly recommended for all VET for Secondary Student Programs and mandatory where identified.

***Students enrolled in these programs will only achieve a partial completion of the full qualification over 2 years. Students may enrol post-school to complete the remainder of the training in these programs.

NOTES

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