



# VCE Handbook

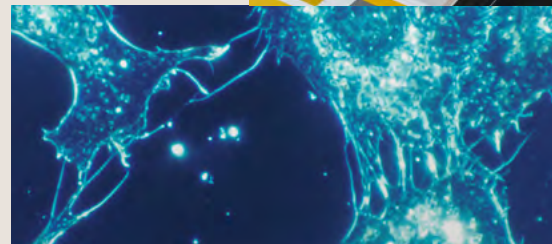
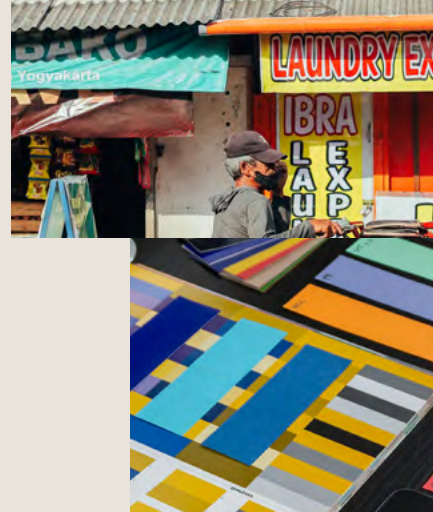
## and Subject Selection Guide

Woodleigh School 2026

# Welcome to VCE at Woodleigh

Students in Years 11 and 12 will undertake the Victorian Certificate of Education (VCE). This is a full two-year course of study and this booklet is designed to assist students in making course selections.

It includes details of the structure of the VCE studies offered at Woodleigh and information related to course selection. To help them make the best possible decisions, students will have a number of structured opportunities to gather general information about the VCE, explore career-related information, access individual careers counselling and talk to specific subject teachers.



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# The VCE Course Selection Process

The five-step process described below begins in Year 10 and is designed to provide maximum support for students in their course selections.



## Step 1 Provision of course information

During Term 2, Year 10 students will receive a general introduction to the VCE structure, guidance related to the principles of subject choice, and a booklet providing an overview of the subjects offered at Woodleigh. A central theme of the Year 10 Homestead program is career planning in which students will also be made aware of the publications and computer resources which will help them make informed decisions. Our Student Subject Expo will occur on Tuesday 13 May, Term 2 Week 4.



## Step 2 Consultation with individual students

During Term 2, Year 10 students will have individual interviews with the Careers Counsellors who will encourage them to consult with relevant subject teachers. Year 11 students are encouraged to make appointments with Careers Counsellors and relevant subject teachers to verify the appropriateness of their Year 12 choices. Further opportunities to consult with Careers Counsellors will also be available as required.



## Step 3 Woodleigh Careers Expo and Subject Selection

### Information Evening on Tuesday 20 May, 2025

Parents and students will have the opportunity to speak to individual VCE subject teachers, tertiary representatives and institutions and attend staff led workshops at a 'booth style' Careers Expo.



## Step 4 Completion and submission of online subject selection forms

Subject selection forms will be completed online and are due by 9am Tuesday 5 August. Students must complete their subject selection online, then print a receipt, have it signed by the appropriate parties and return it to school.



## Step 5 Confirmation of courses

Once all student forms have been processed, students will have courses confirmed. As indicated in this course information booklet, some subjects can only be offered given sufficient demand. If students are unable to be given their first preference for a subject, further counselling and advice will be given to ensure a viable alternative.

### Key dates for VCE subject selection 2026

#### 20 May, 2025

Year 10 and VCE Subject Selection and Careers Information Evening

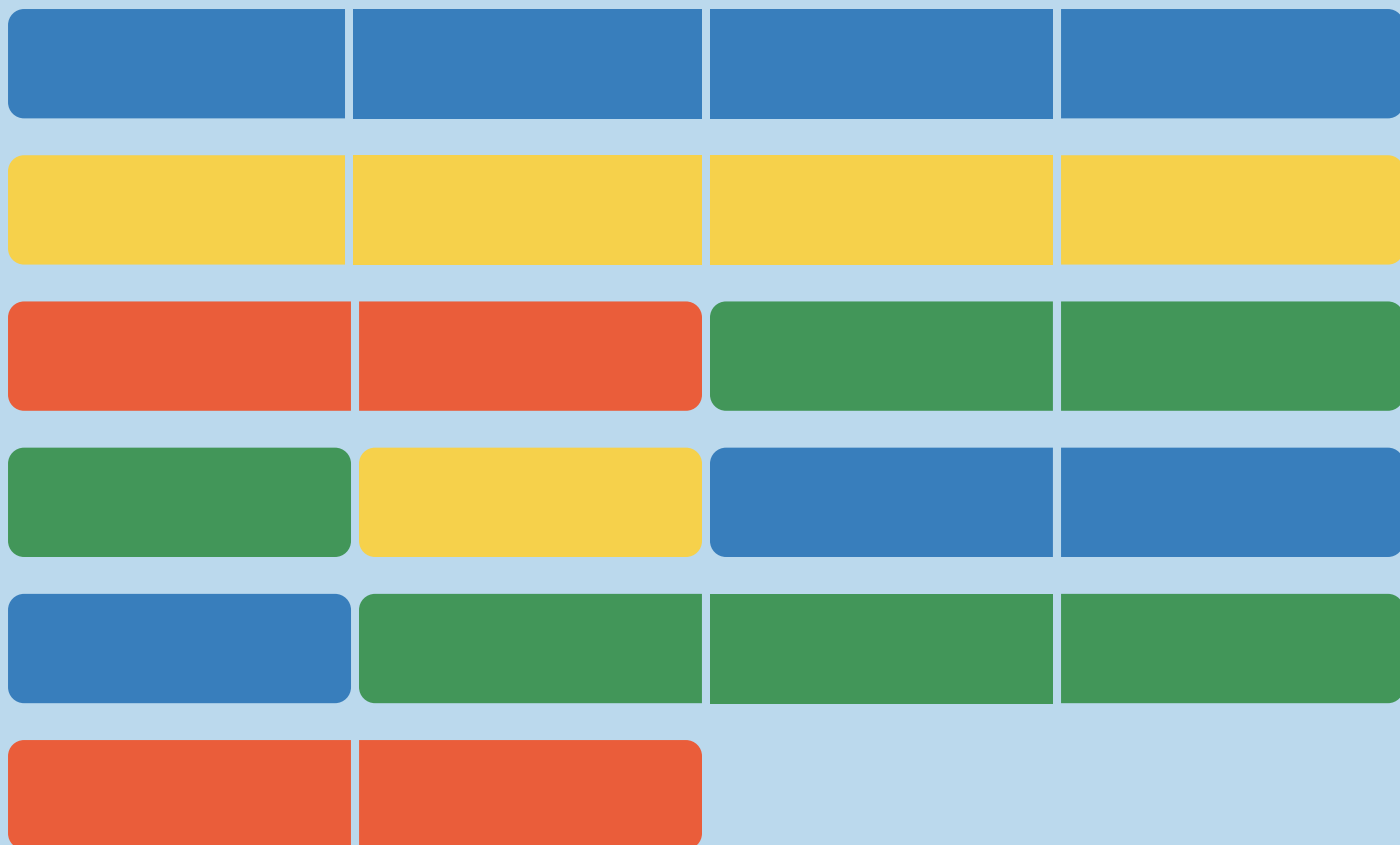
#### Week 9, Term 2 2025

Online subject selection opens

#### 5 August, 2025

Submission of subject selections and acceleration forms due by 9am. This includes selections entered online and a printed and signed receipt handed in at school.

Please don't hesitate to contact Craig Radley, Head of Learning, Senior Years, or Shannon Maher, Head of Careers, if you have any queries about this process or the VCE in general.



## Structure of the Certificate

The VCE is a two-year certificate for Years 11 and 12. It is made up of semester-length units of study.

### What makes up a two-year program of study?

Most students will do 22 semester-length units over two years. Students can do extra or fewer units or take more time to complete the program. The minimum number of units which must be satisfactorily completed to be awarded your VCE is 16.

It is a VCAA requirement that each student selects at least 4 units of English and/or Literature. Of these four units, at least 3 must be satisfactorily completed in order to be awarded your VCE. Further, if you wish to gain an ATAR score, VTAC requires that you satisfactorily complete both Units 3 and 4 of English or Literature.

### Notes:

- At Woodleigh School we offer both English Units 1–4 and Literature Units 1–4. The majority of Woodleigh students complete English Units 1–4 to satisfy the above VCA Requirement.
- Students are strongly advised to

complete English Units 1–2 alongside Literature Units 1–2. Students thinking about Literature Units 1–2 on its own should discuss this with the Head of English prior to making this selection.

Students should select studies that are appropriate to their interests and aspirations for tertiary study, training and employment.

### Choice of VCE units

Students are able to begin most studies at Unit 1, 2 or 3 but not at Unit 4. Units are at two levels.

- Units 1 and 2 level is the equivalent of Year 11. Students can choose to do one or both units at this level.
- Units 3 and 4 level is the equivalent of Year 12. Students have to do both units as a sequence at this level. At Woodleigh, students generally undertake 22 units on the following basis:
  - **Year 11:** 12 Units (most commonly 6 x Unit 1 and 6 x Unit 2)

– **Year 12:** 10 Units (most commonly 5 x Unit 3 and 5 x Unit 4)

- Depending on the circumstances of individual students, this structure may be altered according to the following guidelines:
- Under limited circumstances students may complete five rather than six Unit 1 and 2 studies. This gives the student the opportunity for additional study time and to seek help from Learning Enhancement staff.
- Students who are performing strongly in all subject areas and have particular strengths may be encouraged to undertake a Unit 3 and 4 sequence while still in Year 11. There is an expectation that this advancement will not be at the expense of a student's Year 11 program and that students will still undertake a total of six studies during Year 11 and five in Year 12 (see the Acceleration Policy and information on page 8).

# VCE Studies at Woodleigh

## The Arts

- **Art Creative Practice** Units 1–4
- **Drama** Units 1–4
- **Media** Units 1–4
- **Music**
  - **Music** Units 1&2
  - **Music: Contemporary Performance** Units 3&4
  - **Music: Repertoire Performance** Units 3&4

## Design

- **Applied Computing**
  - **Applied Computing** Units 1&2
  - **Applied Computing: Software Development** Units 3&4
  - **Applied Computing: Data Analytics** Units 3&4
- **Food Studies** Units 1–4
- **Product Design and Technologies** Units 1–4
- **Visual Communication Design** Units 1–4

## Language Acquisition

- **English** Units 1–4
- **Literature** Units 1–4

## Health & Physical Education

- **Health and Human Development** Units 3&4
- **Outdoor and Environmental Studies** Units 1–4
- **Physical Education** Units 1–4

## Humanities

- **Accounting** Units 1–4
- **Business Management** Units 3&4
- **Economics** Units 1, 3&4
- **Extended Investigation** Units 3&4
- **History** Units 1–4
- **Legal Studies** Units 1, 3&4

## Language Acquisition

- **LOTE: French** Units 1–4
- **LOTE: Indonesian** Units 1–4

## Mathematics

- **Foundation Mathematics** Units 1&2
- **General Mathematics** Units 1–4
- **Mathematical Methods** Units 1–4
- **Specialist Mathematics** Units 1–4

## Science

- **Agricultural and Horticultural Studies** Units 1–4
- **Biology** Units 1–4
- **Chemistry** Units 1–4
- **Physics** Units 1–4
- **Psychology** Units 1–4

**Please note:** Not all listed studies or units will be offered in every year. Units will be offered on the basis of school resources and student interests and needs. The school reserves the right to balance the number of units offered if there is an excessive imbalance.

## Contacts

### Key Contacts

**Lucy Kane**  
Head of Learning, Middle  
Years Programme

**Amy White**  
Head of Learning,  
Regenerative Futures  
Program (RFP)

**Craig Radley**  
Head of Learning, VCE

**Michelle Pitcher**  
Head of Regenerative  
Futures Program

**Shannon Maher**  
Head of Careers

**Jane Aylward**  
Co-Head of Learning  
Enhancement

**Derek Kirk**  
VET Co-ordinator

### Learning Area Leaders

**Emma Cleine**  
The Arts

**Andrea de Jong**  
Design

**Nadia Davison**  
Language and Literature

**Craig Radley**  
Health & Physical Education

**Tom Ryan**  
Humanities

**Prue Patterson**  
Language Acquisition

**Alasdair Ross**  
Mathematics

**David Benton**  
Science

# VCE Assessment

## Satisfactory completion

To achieve satisfactory completion of the VCE, students are required to:

- Satisfactorily complete at least 16 units of study
- Satisfactorily complete at least 3 units of English or Literature, including a 3&4 sequence.
- Satisfactorily complete at least 3 sequences of Unit 3 & 4 studies (ie. 6 units) in addition to English/Literature.

## Assessment of level of performance in a unit

### Unit Outcomes

Outcomes form the basis for satisfactory completion of VCE units. Each VCE unit includes a set of two to four Outcomes. All Outcomes must be achieved for satisfactory completion of the given unit.

### Assessment of VCE Units 1 and 2

For Units 1 & 2 a student's level of achievement is assessed through the completion of Summative Tasks.

### Assessment of VCE Units 3 and 4

All studies have both school-based assessment (either School-Assessed Coursework [SACs] or School-Assessed Tasks [SATs]) and external examinations. Marks for SACs are moderated against examination results; SAT results may be reviewed by visitation.

SACs will involve a series of concise exercises set by the classroom teacher, taken over a short timeframe with classroom supervision. Much of the work in school-assessed coursework will include tasks normally performed as part of regular classroom instruction, such as an experiment, essay, test or assignment. SATs are products or models, also completed mainly in class time, but over longer time frames.

### Examinations: Units 3 and 4

Written examinations take place in November. All studies have at least one written examination.

Note: All students must complete the GAT (General Achievement Test) in June of every year they are enrolled in a Unit 3 and 4 study.

## Study Scores

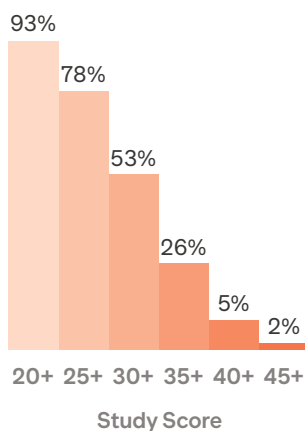
Students' overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50.

The Study Score is then 'scaled'. Add the scaled score for English, the next best three scaled scores (called the Primary 4) and 10% of each extra score (up to a maximum of 6 subjects in total) to give an aggregate. This aggregate is converted to a percentile

ranking called the ATAR. Higher Education studies also count, as do VET studies.

The ATAR figure is determined by comparing the aggregate score to the corresponding range for a particular ATAR. This is determined annually by VTAC.

% of students scoring equal to or above



	Study Score		Scaled Score		
English	30		28		143
ST Art	40		37		
Physics	35		38		
Methods	35		40		
Food	40	35	x10%	3.5	6.8
Psych	35	33	x10%	3.3	
				149.8	Aggregate

ATAR figure	
Range	ATAR
149.97 – 150.03	86.80
149.86 – 149.96	86.75
149.76 – 149.85	86.70
149.66 – 149.75	86.65
149.58 – 149.65	86.60
149.48 – 149.57	86.55
149.37 – 149.47	86.50

# VCE Course Selection

## Selecting an appropriate course

The VCE is designed to be a two-year program and the following questions should be used to guide student choice:

- What am I most interested in?
- In which studies am I most likely to succeed?
- What Victorian Curriculum & Assessment Authority (VCAA) requirements must I meet in order to complete my VCE?
- What studies are available at Woodleigh School?
- What VET studies might I be interested in?
- What prerequisite and recommended studies do I need to undertake for a particular career pathway? (The easiest way to find these is to check the most up-to-date VICTER publications on the VTAC website [www.vtac.edu.au](http://www.vtac.edu.au).)
- What advice have I received from parents, teachers and careers advisors?

The scaling and selection arrangements used by the Victorian Tertiary Admissions Centre (VTAC) have been designed to support this approach to subject selection. The only exception to this is the built-in encouragement to study a LOTE where, after the normal scaling, the scaled mean is increased by 5. This bonus should not override the above principles for study selection but may act as an incentive to retain a language when the decision is close.

Students may select a program that has a specific orientation (for example, Business, Science, Arts), or one that has a more general focus. It is strongly recommended that students select at least two units of Mathematics where possible. All students should see the program as personally useful, both as a means to an end and as the most interesting and challenging way of completing VCE.

Any late changes to selected courses can only be made within the constraints of the timetable blocks. They should occur only at the beginning of a semester and only after



consultation with the Director of Careers and teachers involved.

**Note:** We acknowledge that when selecting a course you may not yet have completed the Year 10 elective that relates to the VCE subject(s) you choose. This is unfortunate but it is impossible to place all Year 10 electives into Semester 1! In the case where you are yet to study the subject-related Year 10 elective, you should speak with the subject teacher involved for further information and advice.

## Online subject selection

Please note that we are using online subject selection again this year, via the web preferences program.

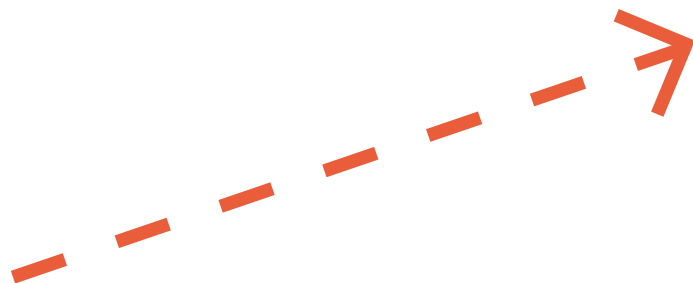
You will receive an email with full details when the system is open.

The basic process is:

- 1 Once you receive the email follow the instructions to access the Web Preferences program.
- 2 Select your preferences.
- 3 Check and submit your preferences.
- 4 Print the receipt and return it to school, signed, by Tuesday 5 August.

**Note:** In order to ensure parents are involved in, and approve of, the selections made, all students are required to print a hard copy of their online selections and return this with the relevant signatures prior to the final due date of Tuesday 5 August.





# Accelerated Studies

It is possible for students to accelerate in certain VCE studies. This process requires students to nominate a study in which they wish to accelerate and then to “qualify” to do so. Considerations will be made as follows:

## Policy on accelerating students in VCE studies

There are many benefits of accelerating students into VCE subjects early, but it is also important to recognise that the academic transition is a significant step – not all students are mature enough, both emotionally and academically. Units 1 & 2 in the VCE are benchmarked nationally and internationally to a Year 11 standard. Similarly, Units 3 & 4 in the VCE are benchmarked nationally and internationally to a Year 12 standard.

Some benefits include:

- Having a 6th Unit 3 and 4 subject to include in your ATAR.
- Having the stepped experience of one study (or two studies) a year early, rather than stepping straight into a full VCE program.
- Experiencing a higher degree of challenge – the pace of the work, the rigid requirements for presentation and meeting deadlines.
- Working alongside a different (and older) peer group.
- The experience of SACs and external examinations.

Some of the drawbacks include:

- The student may focus on the accelerated study at the expense of the remainder of their Academic program.

- The possibility that the student may achieve a lower Study Score than they would have had they completed the study in the relevant Year level.

## Eligibility to apply

In order to minimise possible problems, we will consider each student application carefully. We require a (flexible) combination of:

- I am achieving at least 80% or more in Year 10, in the relevant/complementary subject(s).
- Relevant/complementary subject teacher and/or Tutor feedback.
- A high level of self-management and a sense of responsibility, as evidenced in a student’s Effective Learning Habits
- A history of a reasonable level of maturity and organisation with their Academic studies.
- The Maths Acceleration program is a special case and students involved in this program will be reviewed by the Mathematics Learning Area Leader.

## Notes:

- 1 Students who do not initially satisfy the listed criteria will be alerted to this fact. Where the student has been deemed not to meet the requirements, the student will be asked to reconsider their subject

choices for the following year and their reserve subject selections will be used.

- 2 Progression from accelerated Units 1 and 2 to Units 3 and 4 subject is not automatic and may be subject to review.
- 3 This Acceleration criteria does not apply to students wishing to accelerate into VCE VET studies or any Block Credit recognition program. Students are discouraged from accelerating into both VCE and VET programs.
- 4 Approval for students wishing to apply to accelerate into a VCE subject will be at the discretion of the Head of Learning – Senior Years in consultation with other key staff. In every instance, the decision will be based on the best interests of the student.

We strongly recommend that for most students, the maximum number of VCE Units that they would accelerate is 2 Units (ie 1 subject). Students wishing to accelerate in more than 2 Units would only be considered in very special circumstances.\*

It is an expectation that all students who accelerate in at least one study, do complete a full allotment of studies at their relevant Year level alongside this accelerated study. Accelerating one subject does not qualify students to reduce their subject load in Year 12.

\* In the special case where a student is approved to do 2 studies at an accelerated pace, it is an expectation that they will complete a full load of 5 studies when they are in Year 12 (this may be 4 studies at Woodleigh plus one Higher Education Study or VET study or Virtual Schools Victoria study, thus an overall total of 5 studies).



# Possible Accelerated Studies in VCE

The following VCE studies are offered in 2026 suitable for possible accelerated study by Year 11 students.

## Arts

- **Art Creative Practice** Units 3&4
- **Music** Units 3&4\*

## Design

- **Food Studies** Units 3&4

## Health & Physical Education

- **Health and Human Development** Units 3&4
- **Outdoor and Environmental Studies** Units 3&4
- **Physical Education** Units 3&4\*

## Humanities

- **Accounting** Units 3&4 (if Units 1 and/or 2 completed prior)
- **Business Management** Units 3&4
- **Applied Computing: Software Development** Units 3&4
- **Applied Computing: Data Analytics** Units 3&4
- **Economics** Units 3&4\*
- **Extended Investigation** Units 3&4\*
- **Legal Studies** Units 3&4\*

## Mathematics

- **General Mathematics** Units 3&4 (as part of Maths Accel program)

## Science

- **Agricultural and Horticultural Studies** Units 3&4
- **Biology** Units 3&4
- **Psychology** Units 3&4

\* May be possible for individual cases

Timetable blockings and class size limits will restrict the availability of the studies listed above.

VCE subjects are only offered to students who demonstrate academic suitability – check the eligibility criteria.

All Year 11 students must enter 6 Year 11 subject preferences. They may then also indicate up to 2 Unit 3 and 4 subject preferences that they would like to be considered for acceleration. This process requires the completion of a written Application Form (including obtaining necessary signatures). Only one is likely to be approved.

## Eligibility to Accelerate

We will consider each student application carefully. We will be looking for a combination of the following:

- ☐ I am achieving at least 80% or more in the relevant/complementary subject(s).
- ☐ My Effective Learning Habits are at 'consistently' in the relevant/complimentary subject(s).
- ☐ Feedback from teachers in a relevant/complementary subject suggest that I would be a suitable candidate for accelerating in this area.
- ☐ Feedback from teachers/tutor note an historical track record of maturity and organisation with my Academic studies.
- ☐ I have researched this subject and/or have discussed the details with teachers/former students/Careers Counsellors.

If you satisfy a majority of the criteria listed above, you will be able to complete a form for consideration by the VCE coordinator.

## Expressions of Interest

Year 11s will be required to put in an "expression of interest" to be considered for a VCE Unit 3 and 4 subject as part of the Subject Selection process. This expression of interest will be reviewed according to the criteria listed under eligibility.

The Timetabler will provide summary information regarding these "expressions of interest" to the VCE Coordinator and Head of Careers who will review the requests and present their recommendations to the Timetable Committee for final authorisation.

You will receive a link to this form at the time of subject selection, and it can also be found on the Woodleigh website.



# Higher Education Studies

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing, are offered through this program.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course
- is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

## Why do a higher education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

Academic challenge in a broader range of studies.

- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed.
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score.
- Contribution to the calculation of the ATAR via an increment as a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

## Who can do a higher education study?

Higher Education studies are designed for independent, high-achieving VCE students.

Schools recommend students for participation in the program. The principal of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests.

Normally, for Extension studies, students enrolling will have demonstrated high

achievement across all studies and have a VCE study score of 40 or more in the preparatory study where applicable and/or an outstanding Year 11 report record. In some instances, however, students are allowed to enrol in the prerequisite VCE study concurrently with the Higher Education study.

Advanced Standing studies do not necessarily have a prerequisite or co-requisite structure in relation to current VCE studies.

## Higher education studies and completing the VCE

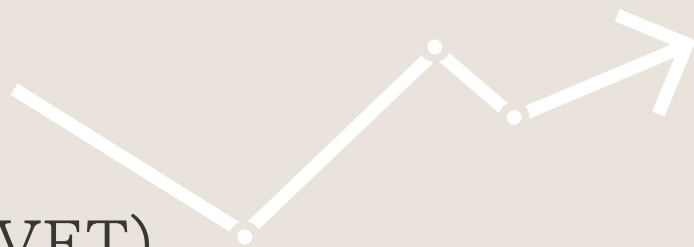
A Higher Education study may contribute towards satisfactory completion for the award of the VCE and the ATAR. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the Higher Education institution name reported on their VCE Statement of Results.

## ATAR increment

The study can contribute to the student's ATAR as a fifth or sixth study via an increment.

If a student undertakes two Higher Education studies, VTAC will count only one study towards the increment.

Where students withdraw from or fail to satisfactorily complete the VCE preparatory study either as a prerequisite or concurrently, which is a requirement of the Higher Education study, they will not be eligible for a Higher Education study increment in their ATAR calculation regardless of their performance in the Higher Education study.



# Vocational Education and Training in Schools (VET)

## Forward thinking: planning for a later years pathway

It is important that when planning a VCE program, future studies are kept in mind. The Victorian Certificate of Education (VCE) and Vocational Education and Training in Schools (VET) certificates can be included in a Year 10–12 student's program of study. Most VET programs are for 2 years in duration, some can be completed in 1 year. This means that if you are interested in VET, you should look into it for the start of Year 10 or your VCE. It is possible for students to start a VET program in Year 12; however, a statement of attainment may only be given.

### VET (Vocational Education & Training in schools)

VET programs are available to Year 10 and VCE students as part of their Woodleigh School program. They are available in a range of industry areas and, on completion, students receive a nationally recognised accreditation as well as unit credit towards their VCE program.

Students combine school-based studies with a VET program which may involve attending a TAFE college or a Registered Training Organisation (RTO), usually for one day per week. VET programs involve competency-based learning which means students perform tasks and duties to the standard expected in employment.

**Structured Workplace Learning (SWL)** with an employer in the relevant industry area is also a compulsory component of some VET programs. The SWL hours of work required varies between VET certificates.

Students undertaking a VET program as part of their VCE studies will regularly miss some timetabled classes due to the schedule of external training (often these programs run on Wednesdays or Fridays). **It is the responsibility of the student to ensure that they are still able to satisfactorily demonstrate the learning outcomes for their entire VCE program**, so allowing time to catch up on the work missed is essential.

Some VET programs include a scored assessment. This allows the VET program to contribute to the VCE requirements and also the student's ATAR score. Students will

also be required to sit the GAT if they are enrolled in a scored VET.

In order to receive the VET qualification, it is important to note that students must complete the whole duration of the course – usually 2 years. If a Certificate is not fully completed whilst at secondary school, students can also receive a Certificate of Attainment for the partial completion of a VET program and continue studying the Certificate as a post-schooling option.

**There is an additional cost when students enrol in a VET course. This charge varies according to the provider / study location.**

Though Woodleigh provides a 40% discount on these fees, it is each family's obligation to meet these costs in addition to the school fees. Specific costs for courses should be investigated prior to choosing a VET study. Please contact the VET Coordinator, Derek Kirk, for further details about program charges.

It is also the student's responsibility to make their own travel arrangements to attend the various venues to complete their VET certificate. A limited bus service is available on Wednesday afternoons, departing Woodleigh School at approximately 11.50am and arriving at Chisholm TAFE Frankston around 12.20pm. This is an external service that is also used by students from other schools in our region, fees apply.

**Note:** Costs for the VET courses cannot be refunded after March 2025, even if the student exits the college or changes their enrolment status.

### VET courses with a VCE study score

Some VET programs have a Study Score that can contribute directly towards the ATAR calculation as one of the student's primary four scaled studies or as the fifth or sixth study.

It is important to note that the Unit 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification,

students must undertake the entire Unit 1–4 structure of a VCE VET program (which normally takes 2 years).

The following VCE VET programs have a Study Score available to students undertaking the relevant Unit 3–4 sequence.

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering Studies
- Equine Studies
- Furnishing
- Health
- Hospitality
- Information, Digital Media and Technology
- Integrated Technologies
- Laboratory Skills
- Music Industry (Performance or Technical Production)
- Sport and Recreation (Outdoor Recreation or Community)

For more detailed information, visit [vcaa.vic.edu.au/pages/vet](https://vcaa.vic.edu.au/pages/vet)

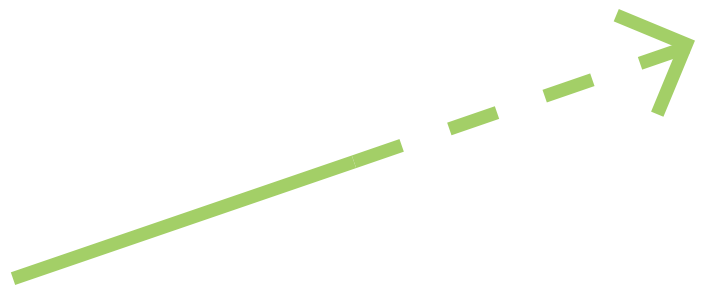
### Block credit VET courses

In addition to the VCE VET scored programs, students are able to complete other Certificate programs which are given "Block Credit" recognition. It is important that students visit [www.VCAA.vic.edu.au/vet/programs](https://www.VCAA.vic.edu.au/vet/programs) or see the Head of Careers to clarify how the VET program may contribute towards their VCE and ATAR calculation. Block Credit programs are used in the 5th and 6th 10% calculation (as outlined in the VCE Assessment section).

**Note:** Any student who completes a VET program through Swinburne University or Chisholm TAFE will be given preferred entry into further study in higher qualifications in their specified field, regardless of their ATAR score.

Details pertaining to delivery times, locations and costs for each VET program can be obtained by contacting the school.





# School Based Apprenticeships and Traineeships (SBAT)

School Based Apprenticeships and Traineeships enable students to combine a senior secondary school certificate, with part-time employment and training.

Like other apprentices and trainees, a School Based Apprentice or Trainee must have a Training Contract and is paid for their work by the employer. School Based Apprentices or Trainees must be over 15 years of age and enrolled in a VCE program. The secondary school must acknowledge and endorse a Training Plan to ensure that the training will contribute appropriately to their secondary school studies.

As an example, an SBAT student may spend three days at school, one day at TAFE and one day in the workplace. The student may also do additional part-time work in the evenings or on holiday breaks. There are numerous models for delivery which is negotiated with the employer at the time of sign-up.

Woodleigh School is committed to supporting and developing SBAT. We understand the additional care required to ensure a smooth transition and successful completion. Several apprenticeship groups in the region facilitate the SBAT process from the initial RTO notification, training plan and enrolment through to attendance monitoring and results reporting to the secondary school.

A number of SBAT programs are approved to provide credit in the VCE. Other apprenticeship programs not yet approved may also provide credit in the VCE under Block Credit Recognition.

School Based Apprenticeships in the following areas are approved for the VCE:

- Agriculture
- Automotive
- Business
- Community Service
- Engineering
- Food Processing
- Food Processing (Wine)
- Horticulture
- Hospitality (Operations)
- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

School Based Apprenticeships and Traineeships are also available in any other industry area for which Skills Victoria have approved funding. School Based Apprenticeships and Traineeships in other approved industry areas may also contribute to the VCE through Block Credit Recognition.

## Further information

**Australian Apprenticeships**  
Phone 13 38 73  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

**Australian Government Department of Education and Training**  
[www.training.gov.au](http://www.training.gov.au)

**The VCAA**  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## School Based Apprenticeship and Traineeship process

- 1 Student finds employer who will take them on as part-time apprentice/trainee.
- 2 Round table interview involving the Parents, Student, School, Employer and Apprenticeship Field Officer.
- 3 Student and Employer sign Training Contract (facilitated through an Australian Apprenticeship Centre).
- 4 RTO Notification form is sent to VET Co-ordinator.
- 5 Teaching Department will arrange training and develop the Training Plan.
- 6 Student registered on the Schools Database and the RTO Notification form forwarded to the Teaching Department.
- 7 Apprenticeship group will contact the secondary school to seek approval and signature on the Training Plan.
- 8 School Programs Co-ordinators will return the RTO Notification form with the signed Training Plan to the Apprenticeship Centre.

**Note:** Unit 3&4 OES is not recommended for students who plan on undertaking an SBAT due to the additional workload required to make up for missing field trips. Folio subjects are also to be considered carefully due to missed class time.

# VCE Subjects

Woodleigh School offers a variety of VCE subjects. The following pages detail the courses on offer and outline further study and career options.

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# Art Creative Practice

Art Creative Practice is research and investigation to inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques, and processes.

In Creative Practice students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, artistic practice and the analysis and interpretation of art works. This study provides students with an informed context to support an awareness of art as a tool for cultural, social, and personal communication. The Arts provide stimulus and inspiration to develop their art practice.

## Unit 1: Interpreting artworks and exploring the creative practice

Students use experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

- **Area of study 1:** Artists, artworks and audiences
- **Area of study 2:** The Creative Practice
- **Area of study 3:** Documenting and reflecting on the Creative Practice

## Unit 2: Interpreting artworks and developing the creative practice

Students use inquiry learning to investigate the artistic and collaborative practices of artists. They use the Structural, Personal & Cultural Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

- **Area of study 1:** The artist, society and culture
- **Area of study 2:** The collaborative Creative Practice
- **Area of study 3:** Documentation of collaboration of the Creative Practice

## Unit 3: Investigation, ideas, artworks and the creative practice

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.

- **Area of study 1:** Investigation and presentation
- **Area of study 2:** Personal investigation using the Creative Practice

## Unit 4: Interpreting, resolving and presenting artworks and the creative practice

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.

- **Area of study 1:** Documentation and critique of the Creative Practice
- **Area of study 2:** Resolution and presentation of a body of work

- **Area of study 3:** Comparison of artists, their practice and their artworks

### Additional information

Students taking Art Creative Practice are encouraged to spend time outside school hours – such as school holidays – visiting exhibitions and at commercial and public art galleries.

### Pathways

Studies in ART Creative Practice can lead to study and career options in the following areas:

- Animator
- Art gallery director
- Art teacher
- Artist
- Curator
- Conservator
- Fashion designer
- Graphic designer
- Interior designer
- Sculptor
- Art historian
- Art therapist
- Arts administrator
- Ceramic artist
- Content Creator
- Film maker
- Illustrator
- Jewellery designer
- Photographer
- Producer
- Stylist
- Tattooist
- Visual merchandiser



# Drama

This study provides students with the opportunity to practically explore the ways in which drama is created for a range of social, political, cultural and historical contexts. It focuses on the creation of roles and the development and performance of imagined characters. Students will explore drama through performance.

## Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality.

- **Area of Study 1:** Creating a devised performance
- **Area of Study 2:** Presenting a devised performance
- **Area of Study 3:** Analysing a devised performance
- **Area of Study 4:** Analysing and evaluating a professional drama performance

## Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

- **Area of Study 1:** Using Australia as inspiration
- **Area of Study 2:** Presenting a devised performance
- **Area of Study 3:** Analysing and evaluating a devised performance
- **Area of Study 4:** Analysing and evaluating an Australian drama performance

## Unit 3: Ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance

- **Area of Study 1:** Devising and presenting ensemble performance
- **Area of Study 2:** Analysing and evaluating a devised ensemble performance
- **Area of Study 3:** Analysing and evaluating a professional drama performance

## Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts.

- **Area of Study 1:** Demonstrating techniques of solo performance
- **Area of Study 2:** Devising a solo performance
- **Area of Study 3:** Analysing and evaluating a devised solo performance

## Additional information

VCE Drama students will have the opportunity to experience professional performances out of school hours and will stage a devised public performance.

## Pathways

Studies in VCE Drama can lead to study and career options in the following areas:

- Academic
- Actor
- Arts administrator
- Business
- Casting Director
- Choreographer
- Costume designer
- Customer Service
- Dancer
- Director of photography
- Entrepreneur
- Events management
- Film and TV editor/producer
- Film or theatre critic
- Film, stage and TV director
- Performance artist
- Playwright
- Politics
- Radio producer/host
- Scriptwriter
- Set designer
- Stage manager
- Teacher Voice over

# Media

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

Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

## Unit 1: Media forms, representations and Australian stories

In this unit, students examine the evolving relationship between audiences and media products. They explore the core concepts that underpin the construction of representations and meaning in different media forms, and analyse how media codes and conventions contribute to the construction of media realities. Through working with various media forms, students develop an understanding of how each form contributes to the communication of meaning, and produce representations to demonstrate this understanding. The unit also includes a focus on Australian fictional and non-fictional narratives, and provides opportunities for students to investigate and analyse selected narratives while developing research skills. Students also engage with the stories and perspectives of Aboriginal and Torres Strait Islander creators to better understand their contribution to our cultural identity.

- **Area of Study 1:** Media representations
- **Area of Study 2:** Media forms in production
- **Area of Study 3:** Australian stories

## Unit 2: Narrative across media forms

In this unit, students explore the concept of narrative in traditional and new media forms and its influence on individuals and society. They examine the media industries built upon the creation and distribution of narratives using media codes and conventions, and how new technologies have enabled the creation of hybrid forms of narratives such as user-generated content. Students analyze how media narratives are consumed and received by audiences,

and the impact of media technology on audience engagement. Students engage in production activities to design and create narratives using appropriate media codes and conventions for specific media forms such as film, television, print, photography, games, and interactive digital forms. By creating their own narratives, students gain a deeper understanding of the structures and techniques used in media production.

- **Area of Study 1:** Narrative, style and genre
- **Area of Study 2:** Narratives in production
- **Area of Study 3:** Media and change

## Unit 3: Media narratives, contexts and pre-production

In this unit, students analyse the use of codes and conventions in media narratives, exploring their role in conveying meaning. They examine how context shapes narrative construction and audience interpretation. By studying a media form of their choice, students gain skills and knowledge relevant to audience engagement. They plan, design, and produce a media product while documenting their progress. Pre-production planning and reflection are emphasised.

- **Area of Study 1:** Narratives and their contexts
- **Area of Study 2:** Research, development and experimentation
- **Area of Study 3:** Pre-production planning

## Unit 4: Media production; agency and control in and of the media

In this unit, students focus on the production and post-production stages of media production, refining their work in response to feedback and personal reflection. They also analyze the social, historical, institutional, cultural, economic, and political contexts that shape media products and explore how they influence audience perception. Additionally, students study the relationship between media and

audiences, considering the opportunities and challenges created by current industry developments and the role of the Australian government in regulating the media.

- **Area of Study 1:** Media production
- **Area of Study 2:** Agency and control in the media

### Additional information

VCE Media students will be given the opportunity to visit industry and participate in a range of practical workshops to enhance and improve their practical and analytical skills.

### Pathways

Studies in VCE Media can lead to study and career options in the following areas:

- Actor
- Arts administrator
- Audiovisual technician
- Camera operator
- Copywriter
- Desktop publisher
- Film and TV editor
- Film and TV lighting operator
- Film and TV producer
- Film critic
- Film, stage and television director
- Graphic designer
- Journalist
- Make-up artist
- Motion graphics designer
- Multimedia developer
- Projectionist
- Scriptwriter
- Set designer
- Sound mixer
- Sound technician
- Stage manager
- Web designer/developer
- Writer

# Music

Music develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

## Unit 1: 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.

- **Area of Study 1:** Performing
- **Area of Study 2:** Creating
- **Area of Study 3:** Analysing and Responding

## Unit 2: 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.

- **Area of Study 1:** Performing
- **Area of Study 2:** Creating
- **Area of Study 3:** Analysing and Responding

## Units 3 & 4: 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. Throughout both units, students work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent.

- **Area of Study 1:** Performing
- **Area of Study 2:** Analysing for Performance
- **Area of Study 3:** Responding

## Units 3 & 4: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards an end-of-year 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.

- **Area of Study 1:** Performing
- **Area of Study 2:** Analysing for Performance
- **Area of Study 3:** Responding

## Pathways

Studies in VCE Music Performance can lead to study and career options in the following areas:

- Announcer
- Arranger/Orchestrator
- Artistic director
- Choral conductor
- Choreographer
- Composer
- Film/TV composer
- Music librarian
- Music publisher  
Music researcher
- Music school administrator
- Music therapist
- Musical director
- Musical theatre performer
- Musician
- Orchestra conductor
- Performance reviewer/critic
- Radio station technician
- Recording engineer
- Recording session musician
- Recording template engineer
- School music teacher
- Stage management
- University music lecturer



# Applied Computing

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network.

Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

## Unit 1: Applied computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution

- **Area of Study 1:** Data analysis
- **Area of Study 2:** Programming

## Unit 2: Applied computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information. Students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution.

- **Area of Study 1:** Innovative solutions
- **Area of Study 2:** Cyber security

## Unit 3 & 4: Software development

In these units, students apply the problem-solving methodology to develop software solutions using an object-oriented programming (OOP) language. They focus on the analysis, design, development, and evaluation stages of software creation, ensuring that the needs of individuals and organizations are met. Additionally, students consider the cyber security risks associated with insecure software development practices, emphasizing the importance of secure coding.

- **Area of Study 1:** Students develop working software modules by responding to teacher-provided solution requirements and designs using an OOP language.
- **Area of Study 2:** Students analyse a problem, prepare a project plan, develop a software requirements specification, and design a software solution as part of the School-assessed Task (SAT).
- **Area of Study 3:** Students develop, test, and evaluate their preferred design from Unit 3 Area of Study 2 into a working software solution, completing the School-assessed Task (SAT).

## Unit 3 & 4: Data Analytics

In these units, students apply the problem-solving methodology to identify, extract, and analyze data using tools such as databases, spreadsheets, and data visualization software. They focus on the analysis, design, and development stages to create data visualizations or infographics, addressing research questions and presenting findings effectively.

- **Area of Study 1:** Students identify and extract data using various software tools to create data visualizations or infographics.
- **Area of Study 2:** Students propose a research question, prepare a project plan, collect and analyze data, and

design infographics or dynamic data visualizations. They then develop all spreadsheets, visualisations and databases, completing the School-assessed Task (SAT).

- **Area of Study 3:** Cyber Security: Data Security: Students investigate security strategies used by an organisation to manage the collection, communication and security of data and information in its networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect its data and information. Students consider the consequences for an organisation that fails to protect its data and information.

## Pathways

Studies in VCE Applied Computing can lead to study and career options in the following areas:

- Animator
- Cartographer
- Computer programmer
- Computer systems analyst
- Computer systems auditor
- Computer systems engineer
- Database administrator
- Industrial engineer
- Investment analyst
- IT administrator
- IT educator
- IT manager
- IT support technician
- Materials engineer
- Multimedia developer
- Multimedia systems engineer
- Network administrator
- Software developer
- Software engineer
- Statistician
- System designer
- Web designer/developer

# Food Studies

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

It provides a framework for informed food selection and food preparation within today's complex architecture of influences and choices. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to food studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

## Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives, investigating the origins and roles of food through time and across the world. Students consider the significance of food through inquiry into one particular food-producing region of the world. They also look at Australian indigenous food prior to European settlement and how food patterns have changed, 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.

- **Area of Study 1:** Food around the world
- **Area of Study 2:** Food in Australia

## Unit 2: Food makers

In this unit students investigate food systems. There is a focus on commercial food production industries, domestic and small-scale settings. Students gain insight into the significance of food industries to the economy and investigate the capacity to provide safe, high-quality food that meets the needs of consumers. Students consider a range of evaluation measures to compare their foods to commercial products. Students also design new food products and adapt recipes to suit particular needs

and exploring potential entrepreneurial opportunities.

- **Area of Study 1:** Australia's food systems
- **Area of Study 2:** Food in the home

## Unit 3: Food in daily life

This unit explores the science of food and how it nourishes and harms our bodies. Students investigate the physiology of eating, digestion, and gut health. They analyse scientific evidence, including the nutritional rationale, behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop an understanding of nutrient requirements. Students focus on influences on food choice and how our food values and behaviours develop within social environments. They inquire into the role of food in shaping and expressing identity and connectedness and investigate behavioural principles that assist in the establishment of dietary patterns. Practical activities enable students to plan and prepare for various dietary needs.

- **Area of Study 1:** The science of food
- **Area of Study 2:** Food choices, health and wellbeing

## Unit 4: Food issues, challenges and futures

This unit examines debates about Australia's food systems as part of the global food systems and describes key issues relating to the challenge of adequately feeding a rising world population. Students focus on responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They consider the relationship between food security, food sovereignty and food citizenship. Students will draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They will also focus on issues about the environment, climate, ecology, ethics, farming practices, including the management of water and

land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. Practical activities provide students with opportunities to consider how food selection can optimise human and planetary health.

- **Area of Study 1:** Navigating food information
- **Area of Study 2:** Environment and ethics

## Pathways

Studies in VCE Food Studies can lead to study and career options in the following areas:

- Agricultural Sector
- Baker/Pastry chef
- Caterer
- Chef/Cook
- Consumer advisor
- Dairy technologist
- Dietician
- Environmental health officer
- Farming
- Food journalist/Critic
- Food marketing
- Food photography
- Food scientist
- Food stylist
- Food taster/Quality officer
- Food technologist
- Health educator
- Health inspector
- Health promotions
- Home economist
- Hospital catering officer
- Hospitality advisor
- Nutritionist
- Primary or secondary food prod.
- Product development/research
- Recipe Development
- Teacher/University lecturer
- Waiter/Restauranteur

# Product Design and Technologies

Product Design and Technologies encourages students to explore materials and production processes to design and make products for an intended purpose. The properties of materials are investigated; how these relate to the uses of the material and the implications for the construction process are considered. All products are evaluated against their intended purpose.

## Unit 1: Design practices

In this unit, students study the work of designers, exploring collaboration, research processes, and idea generation techniques. They use critical, creative, and speculative thinking strategies to create their own designs, using drawing systems and prototyping with materials and tools. Students analyse existing products and technological innovations, learning about design briefs, influencing factors, and the design approach. Through their practical work, they test materials, tools, and processes, developing graphical and physical product concepts while practicing safe skill development.

- **Area of Study 1:** Developing and conceptualising designs
- **Area of Study 2:** Generating, designing and producing

## Unit 2: Positive impacts for end users

In this unit, students examine the social and physical influences on design, exploring the diverse needs of end-users and how inclusive product design can support belonging, access, usability and equity. They research and develop an inclusive product that has a positive impact on the end-user. Additionally, students investigate Aboriginal and Torres Strait Islander peoples' design practices, sustainable design practices and cultural traditions, and make connections to personal or cultural heritages.

- **Area of Study 1:** Opportunities for positive impacts for end users
- **Area of Study 2:** Designing for positive impacts for end users
- **Area of Study 3:** Cultural influences on design

## Unit 3: Ethical product design and development

In this unit, students develop an ethical product that addresses a personal, local or global need or opportunity. They research and generate product concepts, using a problem-based design approach to develop a final proof of concept that responds to social, economic, environmental or ethical considerations. The Double Diamond design approach is used, and students evaluate and shape their product concepts using design thinking. Students also analyse sustainable practices and the lifecycles of products from a sustainability perspective. Ethical research methods are taught when investigating and defining the design need or opportunity.

- **Area of Study 1:** Influences on design, development and the fabrication of products
- **Area of Study 2:** Investigating opportunities for ethical design and production
- **Area of Study 3:** Developing a final proof of concept for ethical production

## Unit 4: Production and evaluation of ethical designs

In this unit, students refine their production skills in their chosen design specialisations and engage with end users to gain feedback and apply research findings to their designed solution. They also explore how speculative design thinking can encourage research, product development, and entrepreneurial activity through the investigation of current, emerging, and future technologies and market trends. Ethical research methods are used to collect, analyse, interpret, and present data throughout the production process.

- **Area of Study 1:** Managing production for ethical designs
- **Area of Study 2:** Evaluation and speculative design

## Pathways

Studies in VCE Product Design and Technologies can lead to study and career options in the following areas:

- Architect
- Architectural drafter
- Automotive tradesperson
- Building contractor
- Building inspector
- Building surveyor
- Building technician
- Building tradesperson
- Cabinet maker
- Carpenter and joiner
- Cartographer
- Construction tradesperson
- Craftsperson
- Digital modeller
- Electrical tradesperson
- Ergonomist
- Furniture designer
- Industrial designer
- Interior designer
- Jewellery designer
- Leadlight worker
- Model maker
- Product designer
- Set designer





# Visual Communication Design

Visual Communication Design is a VCE study designed to develop an understanding of the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

The course enables students to build skills in a range of practical and theoretical areas. Content includes a focus on drawing to conceptualise, visualise and present ideas. Students analyse existing designs to inform their own work.

## Unit 1: Finding, reframing and resolving design problems

In this unit, students learn about the practices and processes used by designers to identify and solve human-centred design problems. They discover the value of human-centred research methods and collaboration in understanding stakeholders' perspectives and developing design briefs. Students learn the phases of the VCD design process and modes of divergent and convergent thinking, which they apply to practical projects in designing messages and objects. They participate in critiques and learn to apply sustainable and circular design practices, while considering economic, technological, cultural, environmental and social factors that shape design decisions.

- **Area of Study 1:** Reframing design problems
- **Area of Study 2:** Solving communication design problems
- **Area of Study 3:** Design's influence and influences on design

## Unit 2: Design contexts and connections

In this unit, students expand on their knowledge of visual communication practices and apply the VCD design process to the design of environments and interactive experiences. They explore design elements and principles while considering contextual factors and user needs. Students learn about the emotive potential of interactive design experiences and how design from historical movements and cultural traditions can inspire future

design. Critiques remain an essential component, and students refine skills in articulating and justifying design decisions. They also study culturally appropriate design practices, including protocols for creating and using Indigenous knowledge in design.

- **Area of Study 1:** Design, place and time
- **Area of Study 2:** Cultural ownership and design
- **Area of Study 3:** Designing interactive experiences

## Unit 3: Visual communication in design practice

In this unit, students study contemporary designers and their work to gain insights into design processes used to create messages, objects, environments and/or interactive experiences. They compare the contexts, relationships, responsibilities, and role of visual language when communicating and resolving design ideas. Students also develop practical skills in relevant visual communication practices and explore the Discover, Define, and Develop phases of the VCD design process to address a selected design problem. They prepare a brief defining two distinct communication needs for a real or fictional client and generate, test, and evaluate design ideas.

- **Area of Study 1:** Professional design practice
- **Area of Study 2:** Design analysis
- **Area of Study 3:** Design process: defining problems and developing ideas

## Unit 4: Delivering design solutions

In this unit, students continue the VCD design process by resolving design concepts for two communication needs. They evaluate and refine their ideas, utilizing both manual and digital

methods, media, and materials. Concepts are tested using models or low-fidelity prototypes, and students develop a pitch to communicate and justify their design decisions. Final design solutions are presented using materials, methods, and media appropriate for the presentation format and design criteria specified in the brief, and are refined based on feedback.

- **Area of Study 1:** Design process: refining and resolving design concepts
- **Area of Study 2:** Presenting design solutions

## Pathways

Studies in VCE Visual Communication Design can lead to study and career options in the following areas:

- Advertiser
- Furniture designer
- Product Designer
- Animator
- Graphic Designer
- Set and theatre designer
- Architect
- Illustrator
- Signwriter
- Cartoonist
- Industrial Designer
- Textile designer
- Engineer
- Interior Designer
- Type Designer
- Fashion Designer
- Landscape Architect
- Web designer/developer
- Film maker
- Multimedia developer
- Visual merchandiser
- Fine artist
- Publisher
- Visual artist

# English

English is the subject that most VCE students have in common and is often seen as providing the foundation communication skills that are important for all VCE studies and for later life. As well as focusing on speaking, listening and writing skills, the course aims to develop the skills for critical engagement with literary texts and the Australian media.

The VCAA requires that all students must study 4 Units of English and/or Literature. Literature Units 3-4 may be studied as an alternative to English Units 3-4 if the student has achieved an 80% average in Unit 1-2 Literature or with a teacher recommendation. Unit 3- 4 Literature is open to all students if they choose to do both English and Literature. It is important to note that Unit 3 and 4 of the English and/or Literature study group is required to calculate a student's ATAR and will count as one of the primary four.

## Unit 1: Reading & exploring texts

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They then engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

- **Area of Study 1:** Reading and exploring texts
- **Area of Study 2:** Crafting texts

## Unit 2: Reading & exploring texts and exploring argument

Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. They then consider the way arguments are developed and delivered in many forms of media.

- **Area of Study 1:** Reading and exploring texts
- **Area of Study 2:** Exploring argument

## Unit 3

In this area of study, students apply reading and viewing strategies to 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 through vocabulary, text structures, language features and conventions, and the presentation of ideas.

- **Area of Study 1:** Reading and responding to texts
- **Area of Study 2:** Creating texts

## Unit 4

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

- **Area of Study 1:** Reading and responding to texts
- **Area of Study 2:** Analysing argument

## Pathways

Studies in VCE English and Literature can lead to study and career options in the following areas:

- Actor
- Announcer
- Archivist
- Author
- Bookseller
- Copywriter
- Editor
- Historian
- Journalist
- Librarian
- Literary critic
- Media analyst
- Playwright
- Presenter
- Program director (radio/television)
- Publicity officer
- Publisher
- Reviewer
- Script writer
- Speech pathologist
- Teacher
- Teacher/Librarian
- University lecturer
- Writer

# Literature

Students usually study Literature because they love to read. The study of Literature requires students to explore and develop understandings about what texts are and how they work.

Units 3 and 4 are designed to be taken as a sequence. It is strongly advised for students to have studied Units 1-2 Literature in preparation for Units 3-4. Literature Units 3-4 may be studied in place of English Units 3-4 if the student has achieved an 80% average in Unit 1-2 Literature or with a teacher recommendation. Unit 3-4 Literature is open to all students if they choose to do both English and Literature. It is important to note that both subjects, can be counted in the primary four to calculate a student's ATAR.

## Unit 1: Reading practices and exploration of literary movements and genres

In this unit, students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language, as well as textual details, including language and features, to develop a close analysis response to a text. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

- **Area of Study 1:** Reading practices
- **Area of Study 2:** Exploration of literary movements and genres

## Unit 2: Voices of country and the text in its context

Here, 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. They then move on to focus on texts and their historical,

social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

- **Area of Study 1:** Voices of Country
- **Area of Study 2:** The text in its context

## Unit 3: Adaptations & transformations and developing interpretations

In Unit 3, 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. They then explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. This builds on the skills addressed in Units 1 and 2, by also exploring supplementary readings that enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

- **Area of Study 1:** Adaptations and transformations
- **Area of Study 2:** Developing interpretations

## Unit 4: Creative responses to texts and close analysis of texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use 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. Finally, students focus on a detailed scrutiny of the language, style, concerns and construction of texts, and consider literary forms, features and language, and the views and values of the text.

- **Area of Study 1:** Creative responses to texts
- **Area of Study 2:** Close analysis of texts

## Pathways

Studies in VCE Literature can lead to study and career options in the following areas:

- Actor
- Announcer
- Archivist
- Author
- Bookseller
- Copywriter
- Editor
- Historian
- Journalist
- Librarian
- Literary critic
- Media analyst
- Playwright
- Presenter
- Program director (radio/television)
- Publicity officer
- Publisher/Reviewer
- Script writer
- Speech pathologist
- Teacher
- Teacher/Librarian
- University lecturer
- Writer



# Health and Human Development

Trillions of dollars are spent world wide on health care each year. Why? Health and Human Development explores this question through looking at attitudes, beliefs, lifestyle, behaviour and environmental factors. It looks at how to measure health status, why this is difficult and the variations between population sub groups as well as countries around the world.

Students will look at the impact of both nutrition and the environment and thus the importance of these factors. Students will explore the health issues faced in developing countries, similarities and differences to industrialised countries, as well as ways to address these issues. This subject also focuses on sustainability and sustainable human development. This underpins the content of Health and Human Development.

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

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models.

- **Area of Study 1:** Understanding health and wellbeing
- **Area of Study 2:** Promoting health and wellbeing

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

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

- **Area of Study 1:** Global health and human development
- **Area of Study 2:** Health and the Sustainable Development Goals

## Pathways

Studies in VCE Health and Human Development can lead to study and career options in the following areas:

- Age carer
- Ambulance officer/Paramedic
- Child care worker
- Child/Youth residential carer
- Chiropractor
- Dental assistant

- Dietitian
- Enrolled nurse
- General medical practitioner
- Health promotion officer
- Medical imaging professional
- Medical receptionist
- Naturopath/Acupuncturist
- Nursing aide
- Nutritionist
- Occupational therapist
- Personal care assistant
- Physiotherapist
- Podiatrist
- Receptionist
- Registered nurse
- Specialised medical practitioner
- Speech pathologist
- Youth worker



# Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature.

Outdoor experiences suited to this study include guided activities in areas such as farms, mining/logging sites, coastal areas, rivers, mountains, bushland and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, conservation and activities.

## Unit 1: Connections with outdoor environments

In this unit, students explore the ways in which Indigenous and non-Indigenous peoples perceive and connect with nature through outdoor experiences. They examine the personal responses of individuals and factors that influence access to nature. Students develop practical skills for sustainable practices and understanding of theoretical investigations. Through practical experiences, students gain insight into different relationships and responses to nature.

- **Area of Study 1:** Our place in outdoor environments
- **Area of Study 2:** Exploring outdoor environments
- **Area of Study 3:** Safe and sustainable participation in outdoor experiences

## Unit 2: Discovering outdoor environments

In this unit, students examine the impact of humans on outdoor environments and study the effects of natural changes and land management practices on sustainability through case studies. They acquire practical skills to minimize human impact and gain insight into vocational perspectives that inform human use of outdoor environments. Students reflect on their experiences and develop theoretical knowledge about natural environments, comparing and contrasting different outdoor environments.

- **Area of Study 1:** Understanding outdoor environments
- **Area of Study 2:** Observing impacts on outdoor environments
- **Area of Study 3:** Independent participation in outdoor environments

## Unit 3: Relationships with outdoor environments

In this unit, students examine the ecological, historical, and social contexts of the relationships between humans and outdoor environments in Australia. They explore case studies of impacts on outdoor environments and the changing nature of human relationships with them over 60,000 years. Through practical experiences, students develop theoretical knowledge and skills about specific outdoor environments and undertake an independent investigation into the changing relationships with, and sustainability of, at least two visited outdoor environments. This investigation is assessed in Unit 4, Outcome 3.

- **Area of Study 1:** Changing human relationships with outdoor environments
- **Area of Study 2:** Relationships with Australian environments in the past decade

## Unit 4: Sustainable outdoor environments

In this unit, students explore sustainable use and management of outdoor environments, evaluating the health of outdoor environments and their importance for the future of Australia. They investigate current acts, conventions, and management strategies for maintaining healthy and sustainable outdoor environments, reflecting on their practical experiences and making comparisons between outdoor environments by applying theoretical knowledge. As global

citizens, students investigate solutions to threats facing outdoor environments and undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments.

- **Area of Study 1:** The importance of healthy outdoor environments
- **Area of Study 2:** The future of outdoor environments
- **Area of Study 3:** Investigating outdoor environments

**Note:** Unit 3/4 OES is not recommended for students who plan on undertaking an SBAT due to the additional workload required to make up for missing field trips.

## Pathways

Studies in VCE Outdoor and Environmental Studies can lead to study and career options in the following areas:

- Air quality engineer
- Atmospheric chemist
- Biologist
- Bushwalking guide
- Diver
- Ecologist
- Environmental scientist
- Meteorologist
- Mountain guide
- National parks officer
- OES editor
- OES journalism
- OES manufacturing
- OES marketing
- OES photography
- OES publishing
- OES tourism
- Outdoor adventure officer
- Outdoor environment administration
- Outdoor environment management
- Rescue service officer
- Ski instructor

# Physical Education



Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity.

## Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions.

- **Area of Study 1:** How does the musculoskeletal system work to produce movement?
- **Area of Study 2:** What role does the cardiorespiratory system play in movement?

## Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

- **Area of Study 1:** How do physical activity, sport and exercise contribute to healthy lifestyles?
- **Area of Study 2:** What are the contemporary issues associated with physical activity and sport?

## Unit 3: Movement skills and energy for physical activity, sport and exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

- **Area of Study 1:** How are movement skills improved?
- **Area of Study 2:** How does the body produce energy?

## Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity,

including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

- **Area of Study 1:** What are the foundations of an effective training program?
- **Area of Study 2:** How is training implemented effectively to improve fitness?
- **Area of Study 3:** Integrated movement experiences

## Pathways

Studies in VCE Physical Education can lead to study and career options in the following areas:

- Athlete
- Athlete manager
- Chiropractor
- Dietician
- Fitness centre manager
- Fitness instructor
- Nutritionist
- Personal trainer
- Physical education teacher
- Physiologist
- Recreation officer
- Sports administrator
- Sports coach
- Sports commentator
- Sports journalist or editor
- Sports medicine practitioner
- Sports physiotherapist
- Sports psychologist
- Sports scientist
- Sports trainer
- Sports umpire
- University lecturer
- Yoga instructor

# Accounting

VCE Accounting focuses on the financial events and decision-making for a small business.

Students will study theoretical and practical aspects of accounting and develop skills in calculating, recording and reporting financial events to support more effective decision-making. The accounting information will be collected and applied using both manual and ICT methods.

## Unit 1: Role of accounting in business

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

- **Area of Study 1:** The role of accounting
- **Area of Study 2:** Recording financial data and reporting accounting information for a service business

## Unit 2: Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

- **Area of Study 1:** Accounting for and managing inventory
- **Area of Study 2:** Accounting for and managing accounts receivable and accounts payable

- **Area of Study 3:** Accounting for and managing non-current assets

## Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

- **Area of Study 1:** Recording and analysing financial data
- **Area of Study 2:** Preparing and interpreting accounting reports

## Unit 4: Recording, reporting, budgeting and decision-making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to

improve business performance.

- **Area of Study 1:** Extension of recording and reporting
- **Area of Study 2:** Budgeting and decision-making

## Pathways

Studies in VCE Accounting can lead to study and career options in the following areas:

- Accountant
- Auditor
- Bank officer
- Business analyst
- Company secretary
- Corporate treasurer
- Diplomat
- Financial advisor
- Financial journalist
- Financial planner/Manager
- Human resource developer
- Investment analyst
- Management consultant
- Marketing officer
- Market researcher
- Portfolio manager
- Project manager
- Statistician
- Stockbroker
- Tax agent
- Teacher
- Trade analyst
- University lecturer
- Valuer



# Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business.

Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

## Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

- **Area of Study 1:** Business foundations
- **Area of Study 2:** Human resource management
- **Area of Study 3:** Operations management

## Unit 4: Transforming a business

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

- **Area of Study 1:** Reviewing performance – the need for change
- **Area of Study 2:** Implementing change

## Pathways

Studies in Business Management can lead to study and career options in the following areas:

- Advertising
- Brand management
- Business analyst
- Company secretary
- Diplomat
- Exporter/Importer
- Farmer/Farm manager
- Financial journalist
- Financial manager
- Human resource developer
- Industrial relations officer
- Investment analyst
- Management consultant
- Market researcher
- Marketing officer
- Political scientist
- Portfolio manager
- Public relations officer
- Securities dealer
- Statistician
- Stockbroker
- Teacher
- Trade analyst
- University lecturer





A study of Economics will guide students to become informed global citizens, able to discern economically and socially responsible decisions and to influence others to act likewise.

Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production.

Understanding of the influence of political, ethical, environmental and social forces on economic decision-making is a key focus. Skills, as well as knowledge, play an important part in the study of economics. In particular, students develop an ability to identify, collect and process data from a range of sources. Economics is a compulsory unit of study in tertiary business courses and VCE study is highly recommended for those intending to pursue a career in commerce. Students who select Economics Unit 1 will also complete Legal Studies Unit 1; this will give them a taste of both commerce subjects and provide them with a good foundation for Year 12.

### Unit 1: Economic decision-making

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

- **Area of Study 1:** Thinking like an economist
- **Area of Study 2:** Decision-making in markets
- **Area of Study 3:** Behavioural economics

### Unit 3: Australia's living standards

Students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. Students also consider unintended consequences of government intervention in the market. Students investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years. They investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

- **Area of Study 1:** An introduction to microeconomics: the market system, resource allocation and government intervention
- **Area of Study 2:** Domestic macroeconomic goals
- **Area of Study 3:** Australia and the international economy

### Unit 4: Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of

budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

- **Area of Study 1:** Aggregate demand policies and domestic economic stability
- **Area of Study 2:** Aggregate supply policies

### Pathways

Studies in VCE Economics can lead to study and career options in the following areas:

- Agricultural economist
- Auditor
- Economist
- Export/Import clerk
- Exporter/Importer
- Farmer/Farm manager
- Financial advisor
- Financial journalist
- Foreign affairs and trade officer
- Industrial relations officer
- Investment analyst
- Management consultant
- Market researcher
- Political scientist
- Portfolio manager
- Project manager
- Sociologist
- Statistician
- Stockbroker

# Extended Investigation

Extended Investigation allows students to utilise critical thinking and research skills to explore and create and in-depth analysis of a topic of their choice. Through rigorous and credible research processes, students will be prepared for tertiary level study. A focus is placed on the role of creativity and open mindedness to delve into concepts, perspectives and data relating to their chosen research question.

Through the development of evidence with links to real-world research, student will proudly produce and present their own report on an issue that has meaning to them. VCE extended investigation contains units 3–4 only and is designed to enable students to construct a rigorous, searching research question and to conduct research. The research question can come from any discipline area but it must not duplicate any current unit 3–4 VCE study.

This study enables students to:

- develop and construct a rigorous research question
- understand and apply research methods
- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- analyse and evaluate findings and results
- develop skills in written and oral presentation of research findings.

## Unit 3: Designing and conducting research

In this unit, students develop and practise critical thinking skills, increasing their understanding of different modes of thinking, the elements of argument and the qualities of valid reasoning. Students learn to evaluate the arguments of others and apply the same critical approach to their own developing ideas. They consider sources of possible distortion and bias in the design and conduct of research.

- **Area of Study 1:** Thinking about arguments
- **Area of Study 2:** Developing a research question
- **Area of Study 3:** Planning and commencing the investigation

## Unit 4: Completing and reporting research

In this unit, students further develop their thinking skills by interpreting, analysing and evaluating arguments. They apply these skills to the research reported by others and to the conduct of their own investigation and the presentation of its outcomes. Students are supported and monitored as they undertake and complete their investigation, managing its scope and meeting the milestones established in their research plan.

- **Area of Study 1:** Thinking about research
- **Area of Study 2:** Completing a written report
- **Area of Study 3:** Presenting and defending findings

## Pathways

Studies in VCE Extended Investigation can lead to study and career options in the following areas:

- Transferrable skills to any tertiary course
- Highly desirable and complementary workplace and tertiary based skills, including:
  - Critical thinking
  - Communication
  - Autonomous and self-directed learning
  - Planning
  - Organisational skills

# History

This study is designed to enable students to develop an understanding of change and continuity over time, and a knowledge of how people in different times and cultures have interacted, organised their societies and given meaning to their world.

Students gain the knowledge and skills to analyse the ways in which the past has been represented both visually and in written form, and an awareness of the social, political and cultural implications of these representations. They develop an understanding of and ability to use the historical concepts of causation and evidence, as well as an understanding of concepts related to the field of history; for example, power, race, gender, class, ideology.

In this study, students develop skills in responding to historical evidence creatively and critically in order to make meaning of the past.

## Unit 1: Modern history – change and conflict

In this unit students explore the nature of political, social and cultural change in the period between the world wars. The events, ideologies and movements of the period after World War One, the impact of the treaties that ended the Great War and the rise of Hitler's National Socialist (Nazi) Party in Germany are a focus. The second area of study focuses on changes in social and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

- **Area of Study 1:** Ideology and Conflict
- **Area of Study 2:** Social and Cultural Change

## Unit 2: Modern history – the changing world order

In this unit students explore the Cold War. Students focus on the causes and

consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations and the reasons for the end of this period of ideological conflict. In the second area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed. Students explore the causes of significant political and social events and movements and their consequences. The struggle against Apartheid in South Africa and the Cuban Missile Crisis are a particular focus.

- **Area of Study 1:** Causes, Course and Consequences of the Cold War
- **Area of Study 2:** Challenge and Change

## Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution in Russia and China. Revolutions represent great ruptures in time and are a major turning point resulting in pervasive change to society. Students analyse the long-term causes and short-term triggers of revolution. How revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements is assessed, as is the influence of social, political, economic and cultural conditions. Students also analyse the consequences of the revolution and evaluate the extent to which it brought change. The success of the revolution was not inevitable; therefore, students investigate the significant challenges that confronted the new regime. The responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or

decline is examined.

- **Area of Study 1:** Causes of revolution
- **Area of Study 2:** Consequences of revolution

## Pathways

Studies in VCE History can lead to study and career options in the following areas:

- Anthropologist
- Archaeologist
- Archivist
- Art historian
- Author
- Conservator
- Criminologist
- Cultural heritage officer
- Diplomat
- Historian
- Journalist
- Lawyer
- Librarian
- Museum curator
- Photographer
- Playwright
- Political scientist
- Publisher
- Records manager
- Researcher
- Script writer
- Solicitor
- Teacher
- University lecturer



# Legal Studies

VCE Legal studies is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

The study aims to assist the development of skills, including the ability to research and evaluate evidence and arguments, and form reasoned conclusions; identify legal problems and the means by which they may be resolved; and develop an appreciation of the individual and collective responsibility of citizens in a democratic society. Students who select legal studies unit 1 will also complete economics unit 1; this will give them a taste of both commerce subjects and provide them with a good foundation for Year 12.

## Unit 1: The presumption of innocence

In this unit, students learn about criminal law and its role in maintaining social order and protecting individual rights. They explore legal foundations, such as different types and sources of law and the characteristics of effective laws. Students apply the principles of justice and investigate key concepts of criminal law through actual or hypothetical scenarios to determine the guilt of an accused. They also learn about the types and purposes of sanctions and how criminal cases are resolved. Through recent criminal cases from the past four years, students apply their understanding of criminal law and evaluate the effectiveness of sanctions.

- **Area of Study 1:** Legal foundations
- **Area of Study 2:** Proving guilt
- **Area of Study 3:** Sanctions

## Unit 3: Rights and justice

In this unit, students learn about the Victorian justice system and its aim to protect individual rights and uphold justice principles such as fairness, equality, and

access. They examine the criminal and civil justice systems and evaluate their appropriateness in determining criminal cases and resolving civil disputes. Students explore the Victorian court hierarchy, including the Magistrates' Court, County Court, and Supreme Court, as well as other methods and institutions used in legal cases. They investigate the roles of legal practitioners, judge, jury, parties, and the available rights for accused and victims in the criminal justice system. Additionally, students evaluate the effectiveness of sanctions and remedies to achieve their purposes and uphold justice principles. Throughout the unit, students apply legal reasoning and information to actual or hypothetical scenarios.

- **Area of Study 1:** The Victorian criminal justice system
- **Area of Study 2:** The Victorian civil justice system

## Unit 4: The people, the law and reform

In this unit, students study Australia's legal system and the institutions involved in making and reforming laws. They examine the Australian Constitution, which establishes the law-making powers of Commonwealth and state parliaments and structures that act as a check on parliament in law-making. Students also explore the High Court's role in protecting and interpreting the Constitution. They investigate the relationship between parliament and the courts in law-making and consider the influence of individuals, media, and law reform bodies in changing laws. Additionally, students analyse past and future constitutional reforms. Throughout the unit, students apply legal reasoning and information to actual or

hypothetical scenarios.

- **Area of Study 1:** The people and the law-makers
- **Area of Study 2:** The people and reform

## Pathways

Studies in VCE Legal Studies can lead to study and career options in the following areas:

- Administrative assistant
- Barrister
- Clerical officer
- Clerk of courts
- Commentator
- Criminologist
- Diplomat
- Human rights lawyer
- Journalist
- Legal clerk
- Legal secretary
- Magistrate
- Management consultant
- Mediator
- Paralegal officer
- Police officer
- Politician
- Prison warden
- Senior manager
- Social worker
- Solicitor
- Teacher
- University lecturer
- Youth worker





# LOTE: French

The study of a language other than English contributes to the overall education of students, especially in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy, and general knowledge. French and Indonesian are amongst the languages identified by the Australian government as being significant for Australian students.

All VCE LOTE studies aim to enable students to use the language to communicate with others, and understand and appreciate the cultural contexts in which the language is used. Students develop the ability to understand their own culture(s) through the study of other cultures, understand the nature of language as a system, and make connections between other languages and English. They apply the language to work, further training or leisure.

## Areas of study

Over Units 1–4, there are three prescribed themes, each with three prescribed sub-topics:

- **The individual** (Personal world; Education and aspirations; Personal opinions and values)
- **The French-speaking communities** (Lifestyles; Historical perspectives; Arts and entertainment)
- **The changing world** (Social issues; The world of work; Scientific and technological issues)

## Unit 1

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

## Unit 2

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Outcome 3:** Give expression to real or imaginary expression in spoken or written form.

## Unit 3

**Outcome 1:** Express ideas through the production of original texts

**Outcome 2:** Analyse and use information from spoken texts

**Outcome 3:** Exchange information, opinions and experiences

## Unit 4

**Outcome 1:** Analyse and use information from written texts

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

## Pathways

Studies in VCE LOTE: French can lead to study and career options in the following areas:

- Careers at SBS, with its wide multicultural audience
- Careers in the travel and tourism industry
- Careers with the Department of Foreign Affairs and Trade
- Careers within International and EU Companies
- Diplomat
- Interpreter
- Jobs at the Olympic Games & other international events
- Journalist
- Marketing
- Teacher
- Translator in court cases and related legal areas
- Writer

# LOTE: Indonesian

The study of a language other than English contributes to the overall education of students, especially in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy, and general knowledge. French and Indonesian are amongst the languages identified by the Australian government as being significant for Australian students.

All VCE LOTE studies aim to enable students to use the language to communicate with others, understand and appreciate the cultural contexts in which the language is used, and understand their own culture(s) through the study of other cultures. Students gain an understanding of the nature of language as a system, make connections between other languages and English, and learn to apply the language to work, further training or leisure.

## Areas of study

Over Units 1-4, there are three prescribed themes, each with three prescribed sub-topics:

- **The individual** (Personal identity; Relationships; Education and aspirations)
- **The Indonesian-speaking communities** (History and change; Cultural heritage; Lifestyles)
- **The world around us** (Global and contemporary society; Communication and media; Environmental issues)

Sub-topics covered during Unit 1 and 2 include: Cita-cita (Aspirations), Perjalanan di Indonesia (Travel in Indonesia), Agama dan Tradisi (Religion and Tradition), Sejarah (History) and Dunia Remaja (Teenage Life)

Sub-topics covered during Unit 3 and 4 include: Media Sosial (Social Media), Urbanisasi (Urbanisation), Lingkungan (Environment), Kesehatan (Health) and Sejarah Modern (Modern History)

## Unit 1

**Outcome 1:** Participate in a conversation, interview or role-play.

**Outcome 2:** Listen to a conversation and view a map to write directions.

**Outcome 3:** Create a written presentation which may include pictures.

## Unit 2

**Outcome 1:** Write a personal answer to an email.

**Outcome 2:** Write a reflective article on a cultural insight.

**Outcome 3:** Narrate a life story, event or incident that highlights an aspect of culture.

## Unit 3

**Outcome 1:** Participate in a spoken exchange in Indonesian to resolve a personal issue.

**Outcome 2:** Interpret information from written, spoken and viewed texts and write responses in Indonesian.

**Outcome 3:** Express ideas in a personal, informative or imaginative piece of writing in Indonesian.

## Unit 4

**Outcome 1:** Share information, ideas and opinions in a spoken exchange in Indonesian.

**Outcome 2:** Analyse information from written, spoken and viewed texts for use in a written response in Indonesian.

**Outcome 3:** Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.

## Pathways

Studies in VCE LOTE: Indonesian can lead to study and career options in the following areas:

- Careers at SBS, with its wide multicultural audience
- Careers in the travel and tourism industry
- Careers with the Department of Foreign Affairs and Trade
- Careers within International and EU Companies
- Diplomat Interpreter
- Jobs at the Olympic Games & other international events
- Journalist
- Marketing
- Teacher
- Translator in court cases and related legal areas
- Writer

# Maths at VCE

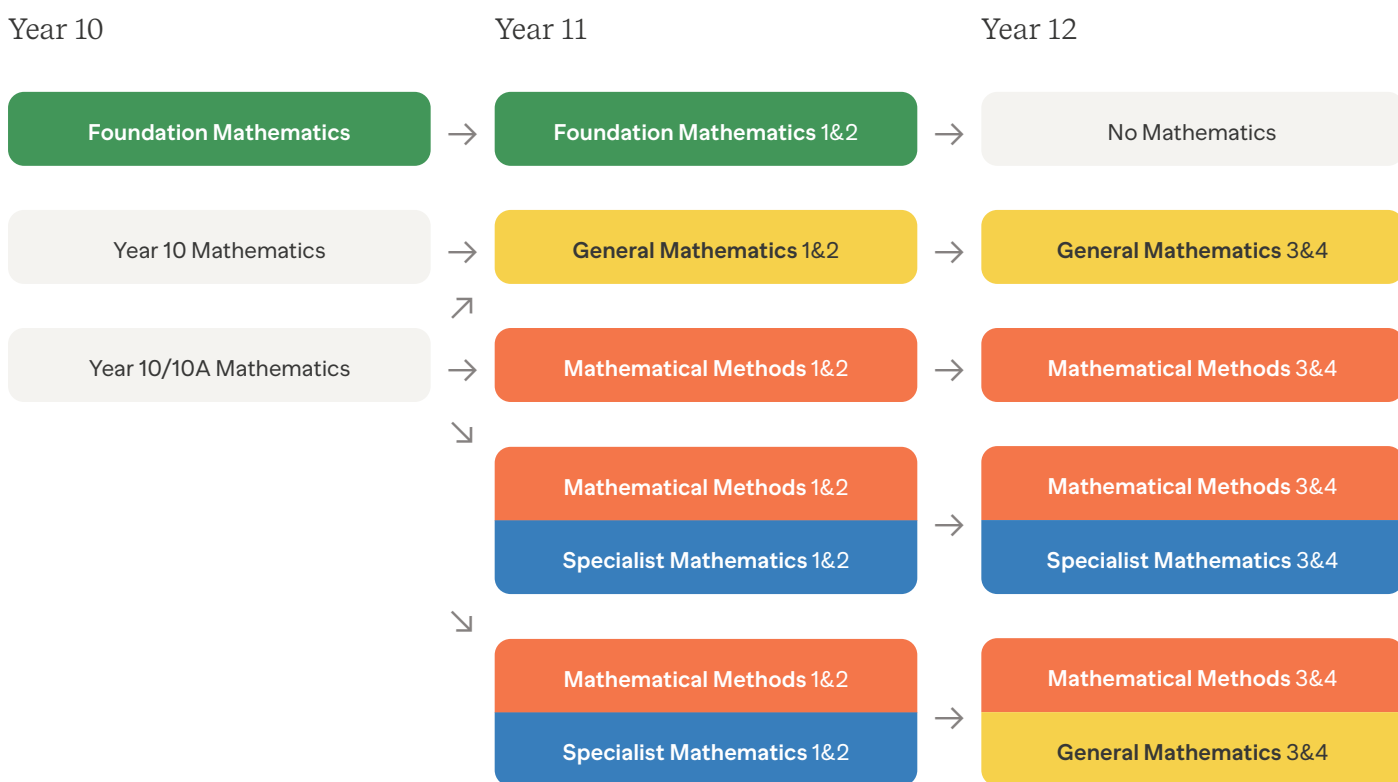
The VCE Mathematics studies are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas and processes. The appropriate use of technology will be incorporated into all of the VCE mathematics units.

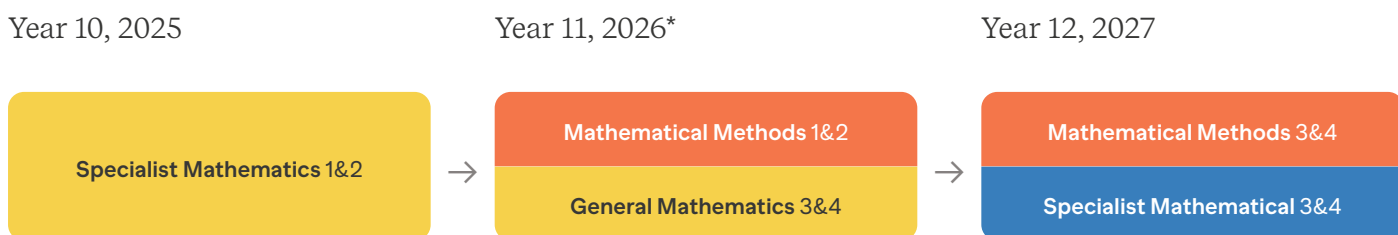
The study is made up of the following units:

- **Foundation Mathematics** Units 1 and 2
- **General Mathematics** Units 1 to 4
- **Mathematical Methods** Units 1 to 4
- **Specialist Mathematics** Units 1 to 4

## Common combinations of Maths subjects in VCE



## Enhancement Maths pathway



\*Students in enhancement may select to complete two maths subjects in Year 11.



# Foundation Mathematics

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

## Unit 1

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

- **Area of Study 1:** Algebra, number and structure
- **Area of Study 2:** Data analysis, probability and statistics
- **Area of Study 3:** Discrete mathematics - Financial and consumer mathematics
- **Area of Study 4:** Space and Measurement
- **Mathematical investigation**

## Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

- **Area of Study 1:** Algebra, number and structure
- **Area of Study 2:** Data analysis, probability and statistics
- **Area of Study 3:** Discrete mathematics - Financial and consumer mathematics
- **Area of Study 4:** Space and Measurement
- **Mathematical investigation**

### Additional information

Students need to consult with their Mathematics teacher and/or the Learning Area Leader of Mathematics regarding their most appropriate Mathematics course choice.

## Pathways

Studies in VCE Mathematics can lead to study and career options in the following areas:

- Actuary
- Aerospace engineer
- Architect
- Auditor Civil engineer
- Computer systems engineer
- Economist
- Doctor
- Industrial designer
- Information technology manager
- Investment analyst
- Mathematician
- Mathematics teacher
- Mechanical engineer
- Pharmacist
- Physicist
- Pilot
- Statistician
- Stockbroker
- Surveyor
- Systems analyst
- Town planner
- University lecturer
- Valuer

# General Mathematics

The General Mathematics course caters for a diverse range of students. It is a suitable subject for those students wishing only to complete Mathematics to Year 11 as well as a course suitable for students wishing to undertake Units 3 and 4 General Mathematics.

*Formerly Further Maths Units 3 and 4*

## Units 1 and 2

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 and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Unit 1

- **Area of Study 1:** Data analysis, probability and statistics
- **Area of Study 2:** Algebra, number and structure
- **Area of Study 3:** Functions, relations and graphs
- **Area of Study 4:** Discrete mathematics – Matrices
- **Mathematical Investigation**

### Unit 2

Unit 2 continues to develop the technology skills introduced in Unit 1, as well as developing skills in solving application problems.

- **Area of Study 1:** Data analysis, probability and statistics

- **Area of Study 2:** Discrete mathematics
- **Area of Study 3:** Functions, relations and graphs
- **Area of Study 4:** Space and measurement
- **Mathematical Investigation**

## Units 3 and 4

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

### Unit 3

- **Area of Study 1:** Data analysis, probability and statistics
- **Area of Study 2:** Discrete mathematics – Recursion and financial modelling

### Unit 4

- **Area of Study 1:** Discrete mathematics – Matrices and Networks and decision mathematics

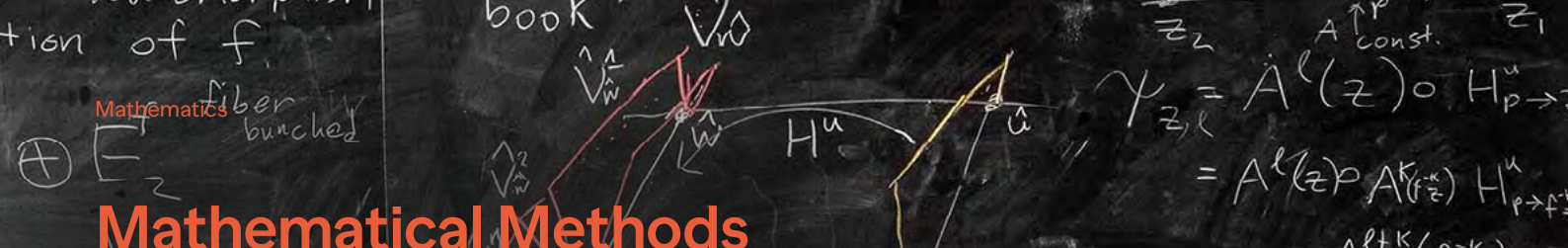
### Additional information

Students need to consult with their Mathematics teacher and/or the Learning Area Leader of Mathematics regarding their most appropriate Mathematics course choice.

## Pathways

Studies in VCE General Mathematics can lead to study and career options in the following areas:

- Actuary
- Aerospace engineer
- Architect
- Auditor
- Civil engineer
- Computer systems engineer
- Economist
- Doctor
- Industrial designer
- Information technology manager
- Investment analyst
- Mathematician
- Mathematics teacher
- Mechanical engineer
- Pharmacist
- Physicist
- Pilot
- Statistician
- Stockbroker
- Surveyor
- Systems analyst
- Town planner
- University lecturer
- Valuer



# Mathematical Methods

Mathematical Methods is designed for students who wish to continue their studies in Mathematics beyond school as well as being a prerequisite for a number of courses. It focuses on algebra, graphing and probability as well as the use of technology, particularly cas calculators, to investigate applications of the skills covered.

Each of the units contains material that leads to a progressive development of skills across the four units. Mathematical Methods Units 3 & 4 contains assumed material for the study of Specialist Mathematics Units 3 & 4. Students will need to purchase a cas calculator which may also be used in General and Specialist Mathematics.

## Unit 1

This unit is designed as an introduction to the Mathematical Methods course. It introduces students to sketch graphs of straight lines, parabolas, cubics and circles, factorising, solving equations, gradients of lines and curves, distance–time graphs and an introduction to probability. The algebra covered relates to the sketch graphs that are covered, including solving of simultaneous equations.

- **Area of Study 1:** Functions, relations and graphs
- **Area of Study 2:** Algebra, number and structure
- **Area of Study 3:** Calculus
- **Area of Study 4:** Data analysis, probability and statistics
- **Mathematical investigation**

## Unit 2

This unit is designed to build on the skills and concepts covered in the Unit 1 Mathematical Methods course. It introduces students to sketch graphs of trigonometric and exponential functions, factorising, solving equations, gradients of curves – differentiation and applications, arrangements and selections.

- **Area of Study 1:** Functions and graphs
- **Area of Study 2:** Algebra
- **Area of Study 3:** Calculus

- **Area of Study 4:** Data analysis, probability and statistics
- **Mathematical investigation**

## Units 3 & 4

These units further extend the skills covered in Units 1 & 2, including skills covered in the use of technology. A number of new functions are introduced and their algebra and features of their graphs are described. Applications of calculus are explored such as: areas under curves, maximum and minimum problems and equations of tangents. The content of Units 3 & 4 is assumed material for Specialist Mathematics.

- **Area of Study 1:** Functions, relations and graphs
- **Area of Study 2:** Algebra, number and structure
- **Area of Study 3:** Calculus
- **Area of Study 4:** Data analysis, probability and statistics
- **Additional information**

Students need to consult with their Mathematics teacher and/or the Learning Area Leader of Mathematics regarding their most appropriate Mathematics course choice.

## Pathways

Studies in VCE Mathematical Methods can lead to study and career options in the following areas:

- Actuary
- Aerospace engineer
- Architect
- Auditor
- Civil engineer
- Computer systems engineer
- Economist
- Doctor
- Industrial designer
- Information technology manager
- Investment analyst
- Mathematician
- Mathematics teacher
- Mechanical engineer
- Pharmacist
- Physicist
- Pilot
- Statistician
- Stockbroker
- Surveyor
- Systems analyst
- Town planner
- University lecturer
- Valuer



# Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

## Unit 1

- **Area of Study 1:** Algebra, number and structure
- **Area of Study 2:** Discrete mathematics
- **Mathematical Investigation**

## Unit 2

- **Area of Study 1:** Data analysis, probability and statistics
- **Area of Study 3:** Algebra, number and structure
- **Area of Study 4:** Functions, relations and graphs
- **Mathematical Investigation**

## Units 3 & 4

The course builds on skills developed in Mathematical Methods. Technology is used throughout the course, particularly CAS calculators. The topics covered are drawn from the fully prescribed areas of study listed below.

- **Area of Study 1:** Discrete mathematics
- **Area of Study 2:** Functions, relations and graphs
- **Area of Study 3:** Algebra, number and structure
- **Area of Study 4:** Calculus
- **Area of Study 5:** Space and measurement
- **Area of Study 6:** Data analysis, probability and statistics

## Additional information

Students need to consult with their Mathematics teacher and/or the Learning Area Leader of Mathematics regarding their most appropriate Mathematics course choice.

## Pathways

Studies in VCE Specialist Mathematics can lead to study and career options in the following areas:

- Actuary
- Aerospace engineer
- Architect
- Auditor
- Civil engineer
- Computer systems engineer
- Economist
- Doctor
- Industrial designer
- Information technology manager
- Investment analyst
- Mathematician
- Mathematics teacher
- Mechanical engineer
- Pharmacist
- Physicist
- Pilot
- Statistician
- Stockbroker
- Surveyor
- Systems analyst
- Town planner
- University lecturer
- Valuer

# Agricultural and Horticultural Studies

VCE Agricultural and Horticultural Studies explores 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.

This study focuses on the rapid rate of change in the agriculture and horticulture industries and the increasing application of innovation and data-driven initiatives. Students conduct primary and secondary research to design and evaluate sustainable practices, understand challenges and current issues, propose solutions and determine best practice. Practical tasks are integral to Agricultural and Horticultural Studies.

## Unit 1: Change and opportunity

In this unit students develop their understandings of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They 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.

- **Area of Study 1:** Food and fibre industries
- **Area of Study 2:** Food and fibre production

## Unit 2: Growing plants and animals

This unit focuses on plant and animal nutrition, growth and reproduction and their relationships within agribusiness systems. Students evaluate the effectiveness and sustainability of agricultural and horticultural practices. They research reproductive processes and technologies for both plants and animals and use a scientific approach to investigating aspects of production.

- **Area of Study 1:** Plant nutrition, growth and reproduction
- **Area of Study 2:** Animal nutrition, growth and reproduction

## Unit 3: 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 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. They explore the influence of market demands and social expectations as drivers of change.

- **Area of Study 1:** Innovations and solutions
- **Area of Study 2:** Risks and resilience

## Unit 4: Sustainable food and fibre production

This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products.

- **Area of Study 1:** Sustainable land management
- **Area of Study 2:** Sustainable business practices

## Pathways

Studies in Agricultural and Horticultural Studies can lead to study and career options in the following areas:

- Agricultural engineer
- Agricultural resource economist
- Agronomist
- Biochemist
- Botanist
- Customs officer
- Dairy technician
- Ecologist
- Environmental scientist
- Farmer/Farm manager
- Forester
- Fruit, vegetable & flower grower
- Horticulture manager
- Landscape architect
- Park ranger
- Teacher
- Tree surgeon
- Soil scientist
- Stock and station agent
- Sustainability consultant
- University lecturer
- Veterinarian
- Viticulturist
- Zoologist

# Biology

Biological science is a critically important scientific discipline. It uses the key concepts of all the scientific disciplines to examine the interaction of living things with the physical world.

In our modern society knowledge of biology is critical in many fields: conservation biology, immunology, pharmacology, neurosciences and medicine and its allied industries. Importantly, Melbourne and Australia host many world-class institutions employing scientists in these fields. Students will learn about core concepts of biology and how these are applied in their study of VCE biology.

## Unit 1: How do organisms regulate their functions?

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

- **Area of study 1:** How do cell function?
- **Area of Study 2:** How do plant and animal systems function?
- **Area of Study 3:** How do scientific investigations develop understanding of how organisms regulate their functions?

## Unit 2: 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. They also consider the

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

- **Area of Study 1:** How is inheritance explained?
- **Area of Study 2:** How do inherited adaptations impact on diversity?
- **Area of Study 3:** How do humans use science to explore and communicate contemporary bioethical issues?

## Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes.

Students also 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.

- **Area of Study 1:** What is the role of nucleic acids and proteins in maintaining life?
- **Area of Study 2:** How are biochemical pathways regulated?

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how 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.

- **Area of Study 1:** How do organisms

respond to pathogens?

- **Area of Study 2:** How are species related over time?
- **Area of Study 3:** How is scientific inquiry used to investigate cellular processes and/or biological change?

## Pathways

Studies in Biology can lead to study and career options in the following areas:

- Agricultural scientist
- Agronomist
- Anatomist
- Biologist
- Biotechnologist
- Botanist
- Ecologist
- Entomologist
- Environmental planner
- Forensic pathologist
- Geneticist
- Horticulturalist
- Immunologist
- Landscape architect
- Marine biologist
- Microbiologist
- Natural therapist
- Pathologist
- Pharmacist Teacher
- University lecturer
- Veterinarian
- Viticulturist
- Zoologist



# Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on earth and beyond. Models and theories are used to explain known chemical reactions and processes.

Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

In this unit students investigate the properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore the relationships between properties, structure and bonding forces within and between particles. They examine metals, ionic crystals and a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Quantitative concepts in chemistry, including the mole concept, are used to determine the relative masses of elements and the composition of substances. Chemical terminology is used to represent and explain observations and data from experiments.

- **Area of Study 1:** How do the chemical structures of materials explain their properties and reactions?
- **Area of Study 2:** How are materials quantified and classified?
- **Area of Study 3:** How can chemical principles be applied to create a more sustainable future? (research investigation)

## Unit 2: 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.

- **Area of Study 1:** How do chemicals interact with water?
- **Area of Study 2:** How are chemicals measured and analysed?
- **Area of Study 3:** How do quantitative scientific investigations develop our understanding of chemical reactions? (Practical investigation)

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

In this unit students study the chemical production of energy and materials while considering sustainability principles. They examine different fuels as energy sources, their efficiencies, environmental impacts, and potential applications. They also learn about galvanic cells, fuel cells, and electrolytic cells, and evaluate their suitability for energy and materials production. Additionally, they investigate factors that influence chemical reaction rates and conduct practical investigations in thermochemistry, redox reactions, electrochemical cells, reaction rates, and equilibrium systems.

- **Area of Study 1:** What are the current and future options for supplying energy?
- **Area of Study 2:** How can the rate and yield of chemical reactions be optimised?

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

In this unit, students study carbon-based organic compounds found in fuels, foods, medicines, polymers, and everyday materials. They explore green chemistry principles used in synthetic organic compound production and learn about food metabolism and medicine action in the body. Additionally, students investigate how laboratory analysis and instrumentation techniques can identify

and ensure product purity. Through practical investigations, they synthesise and analyse organic compounds, including studying reaction pathways, functional group identification, direct redox titrations, solvent extraction, and distillations.

- **Area of Study 1:** How are organic compounds categorised and synthesised?
- **Area of Study 2:** How are organic compounds analysed and used?
- **Area of Study 3:** How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

## Pathways

Studies in Chemistry can lead to study and career options in the following areas:

- Anaesthetist
- Biochemist
- Chemical engineer
- Environmental scientist
- Food technologist
- Forensic scientist
- Geneticist
- Geochemist
- Industrial chemist
- Medical practitioner
- Mining & metallurgy Nanotechnologist
- Neurologist
- Nutritionist
- Obstetrician/Gynaecologist
- Pathologist
- Pediatrician
- Pharmacist
- Pharmacologist
- Psychiatrist
- Radiologist
- Surgeon
- Teacher
- University lecturer

# Physics

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the universe.

While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

## Unit 1: 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.

- **Area of Study 1:** How are light and heat explained?
- **Area of Study 2:** How is energy from the nucleus utilised?
- **Area of Study 3:** How can electricity be used to transfer energy?

## Unit 2: What do experiments reveal about the physical world? How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Physics help us to understand the world?

- **Area of Study 1:** How is motion understood?
- **Area of Study 2:** How does physics inform contemporary issues and applications in society?
- **Area of Study 3:** How do physicists investigate questions?

## Unit 3: How do fields explain motion and electricity?

In this unit students investigate motion in one and two dimensions; explore the concepts and applications of gravitational, magnetic and electric fields; examine the production and transmission of electricity; and investigate the operation of particle accelerators.

- **Area of Study 1:** How do physicists explain motion in two dimensions?
- **Area of Study 2:** How do things move without contact?
- **Area of Study 3:** How are fields used in electricity generation?

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

In this unit, students explore limitations of the wave model of light and use a particle model to better explain some observations; re-imagine matter using a wave model; consider effects of Einstein's theory of Special Relativity. An extended scientific investigation is designed, analysed and presented in a scientific poster format.

- **Area of Study 1:** How has understanding about the physical world changed?
- **Area of Study 2:** How is scientific inquiry used to investigate fields, motion or light?

## Pathways

Studies in VCE Physics can lead to study and career options in the following areas:

- Aeronautical engineer
- Airline pilot
- Architecture
- Audiologist
- Astronomer
- Audio engineer
- Biomedical engineer
- Biophysicist
- Biotechnologist
- Cartographer
- Civil engineer
- Computer engineer
- Electrical engineer
- Forensic scientist
- Geophysicist
- Industrial designer
- Mechanical engineer
- Medical imaging technologist
- Nuclear medicine technologist
- Physicist
- Radiologist
- Teacher
- Telecommunications engineer
- University lecturer

# Psychology

Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences but one of the oldest fields of disciplined inquiry. As a science, psychology aims to describe, explain and predict behaviour; in doing so, it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society

## Unit 1: How are behavior and mental processes shaped?

Students investigate the structure and functioning of the human brain. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students examine the contribution that classical and contemporary studies have made to the understanding of the human brain and its function and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

- **Area of Study 1:** How does the brain function?
- **Area of Study 2:** What influences psychological development?
- **Area of Study 3:** Student-directed research investigation

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

Students study how a person's thoughts, feelings and behaviour are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitude, perception of themselves and

relationships with others.

Students explore a variety of functions and contexts that can influence the behaviors of an individual and groups.

- **Area of Study 1:** What influences a person's perception of the world?
- **Area of Study 2:** How are people influenced to behave in particular ways?
- **Area of Study 3:** Student-directed practical investigation

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

The unit focuses on how the nervous system influences behaviour and the way people experience the world. Students explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Contributions from classical and contemporary research are utilised to aid students' understanding.

- **Area of Study 1:** How does the nervous system enable psychological functioning?
- **Area of Study 2:** How do people learn and remember?

## Unit 4: How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental

processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

- **Area of Study 1:** How do levels of consciousness affect mental processes and behaviour?
- **Area of Study 2:** What influences mental wellbeing?

## Pathways

Studies in VCE Psychology can lead to study and career options in the following areas:

- Career counsellor
- Child psychologist
- Clinical psychologist
- Counselling psychologist
- Detective
- Early childhood educator
- Educational psychologist
- Family therapist
- Forensic psychologist
- Human resource manager
- Life coach
- Marketer
- Marriage counsellor
- Mental health nurse
- Neuropsychologist
- Organisational psychologist
- Police officer
- School counsellor
- Sleep specialist
- Social worker
- Sports psychologist
- Teacher
- University lecturer
- Youth worker



