

SENIOR STUDIES COURSE HANDBOOK

2024



STENZETZOO

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Senior School Introduction

Over the last 20 years our College has grown dramatically to where it is now, one of the largest single campus schools in the State. We are a College that prides ourselves in offering our students a range of innovative programs, catering for the individual needs and aspirations of all students. These programs also support personal growth, encourage self-discipline and promote social responsibility. With these opportunities comes an expectation of engagement and performance. Our expectation as a College is that each student will perform to the best of their ability in their chosen program.

2023 has seen Victorian Education undergo the unifying change of bringing all Senior students under the one VCE banner, finally opening access for all students to the full range of VCE subjects that are on offer. Our College is very proud to have students journeying along all senior pathways of VCE General, VCE Vocational Major and the new Victorian Pathways Certificate which will surely see all students being able to access their post-High School pathway of choice in the coming years. Across all senior pathways, we also have a significant number of students who are completing VET Certificates, incorporating work-based qualifications to their list of senior achievements.

To ensure all students select and undertake appropriate and relevant programs, intensive course counselling information sessions have been made available to all students through the Home Group program, allowing your child to investigate and set suitable goals for further education, training and future employment. Our Middle Years students have completed their Career Action Plan, using the resources from our dedicated careers website, Career Tools, to help them with their decision making and planning. A further follow up course counselling session will be conducted during the final course selection period during the first two weeks of Term 3 to assist students in their selection of courses. Both students and their families are invited to contact a member of the careers team should they require any further assistance in this matter.

In making these decisions do not hesitate, if there is a need, to further discuss the matter with the relevant member of the senior school team, designated course counsellors, careers staff and/ or myself.

Yours sincerely,

Ryan Rooney

Acting Assistant Principal - Senior School



Course Counselling Information

Year 10 in Year 11 Course Counselling

Tuesday 11th July
12:40-7:40pm

Year 9 in Year 10 Course Counselling

Wednesday 12th July
12:40-7:40pm

Year 11 in Year 12 Course Counselling

Wednesday 11th July
12:40-7:40pm

You will be required to book an appointment on Compass (just like Parent Teacher Interviews). This appointment may be online or face-to-face. During your appointment you will outline your senior school pathway (VCE or VCE VM), discuss your post-secondary school pathway options (TAFE, University or Workforce) and discuss any pre-requisites that are required for your pathway options.

We know that you may not have a clear pathway at the moment, and pathways often change over time, so it is important to choose subjects that you enjoy and that you feel you will be good at. This will help to keep your options open and set you up for the successful completion of senior school studies.

Year 9 into 10 student preparation form

What is your destination pathway post year 12? (Please tick)

*Consider your recent Careers Action Plan

- University
- TAFE
- Apprenticeship
- Full Time Employment
- Undecided

For 2024, I will be therefore selecting the following pathway (Please tick).

- VCE Pathway
- Vocational Major Pathway

VCE Pathway

If you wish to undertake a VCE pathway, please complete the following planning proforma:

You must select 4 subjects (in addition to one of English/EAL) and list them in preference order below. You must also provide 3 reserves (back up subjects) in preference order.

VCE Subject Selection (in preference order)	
Unit 3-4	Subject
Unit 3 & 4	English/EAL (if eligible)
Subject 1	
Subject 2	
Subject 3	
Subject 4	
Reserve 1	
Reserve 2	
Reserve 3	

Please note: it is recommended that students select a Math subject as one of their sequences (as per the recommended level).

Year 10 into 11 student preparation form

What is your destination pathway post year 12? (Please tick)

*Consider your recent Careers Action Plan

- University
- TAFE
- Apprenticeship
- Full Time Employment
- Undecided

For 2024, I will be therefore selecting the following pathway (Please tick).

- VCE Pathway
- Vocational Major Pathway

VCE Pathway

If you wish to undertake a VCE pathway, please complete the following planning proforma:

You must select 4 subjects (in addition to one of English/EAL) and list them in preference order below. You must also provide 3 reserves (back up subjects) in preference order.

VCE Subject Selection (in preference order)	
Unit 3-4	Subject
Unit 3 & 4	English/EAL (if eligible)
Subject 1	
Subject 2	
Subject 3	
Subject 4	
Reserve 1	
Reserve 2	
Reserve 3	

Please note: it is recommended that students select a Math subject as one of their sequences (as per the recommended level).

Year 11 into 12 student preparation form

What is your destination pathway post year 12? (Please tick)

*Consider your recent Careers Action Plan

- University
- TAFE
- Apprenticeship
- Full Time Employment
- Undecided

For 2024, I will be therefore selecting the following pathway (Please tick).

- VCE Pathway
- Vocational Major Pathway

VCE Pathway

If you wish to undertake a VCE pathway, please complete the following planning proforma:

You must select 4 subjects (in addition to one of English/EAL) and list them in preference order below. You must also provide 3 reserves (back up subjects) in preference order.

VCE Subject Selection (in preference order)	
Unit 3-4	Subject
Unit 3 & 4	English/EAL (if eligible)
Subject 1	
Subject 2	
Subject 3	
Subject 4	
Reserve 1	
Reserve 2	
Reserve 3	

Please note: it is recommended that students select a Math subject as one of their sequences (as per the recommended level).

VCE & VCE VM (Including VPC)

Victorian Certificate of Education (VCE)

The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, VCE is completed over two years.

Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year. You can study Unit 1 or Unit 2 of a subject as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence.

This sequence needs to be completed in the same year if a study score is to be calculated. Students usually study from 20 to 24 units (five or six studies) in Years 11 and 12.

You can take longer than two years to finish VCE if you need to. Some students start VCE in Year 10, and some study Units 3 and 4 in Year 11.

To achieve your VCE you must successfully complete 16 units including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

Your teacher can explain the differences between the English group studies, or you can find out more about them on the VCAA website.

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

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

How do I achieve marks in the VCE?

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

For Units 1 and 2 you will receive either S (Satisfactory), or N (Non-Satisfactory). Your school may give you a grade for each unit, but only the S counts towards your VCE.

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

There are three graded assessments for each VCE study at Unit 3 and 4 level. All VCE VET programs with scored assessment have two graded assessments.

Depending on the study, these may be School-based Assessments and/or external assessments.

School-based assessments are set by your teacher and include School-assessed Coursework (SAC) that is completed at school, and School-assessed Tasks (SAT) that are completed at school and home. These are marked at your school. The VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard. You can read about the rules for marking/assessment on the VCAA website, or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – whether written, oral, performance or in an electronic format.

Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to make sure that marking is fair.

Exams are held each year in October and November. You will receive plenty of notice about the exact dates of your exams from your school.

What is a study score?

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

What is an ATAR?

Tertiary institutions look at the ATAR and the combinations of VCE studies students have completed before offering places.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95.

If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

You can find out more information about the ATAR, subject combinations and course choices through VTAC.

What is the GAT and why is it important?

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a derived examination score approved for that assessment.

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT). No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

Victorian Certificate of Education Vocational Major (VCE VM)

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

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

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

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

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

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 16–20 units over the two years.

How are my VCE VM subjects marked?

Each VCE Vocational Major unit of study has specified learning outcomes. Your teacher will supervise and mark your assessments and will let you know that you've passed the specified learning outcomes through a range of learning activities and tasks.

Unlike other VCE subjects, there are no external assessments, apart from the General Achievement Test. This means you don't have study scores and you will not get an ATAR.

Do I complete the GAT when studying VCE VM?

YES. All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT) that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022. The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

Vocational Education and Training (VET)

VET is Essential in VCE VM but not for VCE students

Vocational Education and Training Programs assist students to make the transition to further education, training and employment. Many programs are based on entry level TAFE courses. These programs are designed so that students can develop general work related competencies and the skills and knowledge required in a particular industry.

Benefits of Undertaking a VET Program

Allows students to gain the VCE/VCE-VM and a VET qualification

- Promotes an awareness of the world of work through work placement
- Develops general work related competencies and employability skills i.e. communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety.
- Develops the skills and knowledge required to work in a particular industry
- Gives students a competitive edge in looking for both casual and full time employment.

School Based Apprenticeships and Traineeships (SBATs)

Apprenticeships and Traineeships combine paid work with accredited training and are covered by a relevant industrial award. This combination of work and training provides the opportunity to develop practical skills with formal training.

Students must have an employer willing to take the student on as a Trainee or part time Apprentice. SBATs are available (but not limited to) various industries such as: Automotive, Fitness, Community Activities Program (Sport and Recreation), Children's Services, Community Services, Printing and Graphic Arts (Multimedia). See a member of the Careers Team for more information.

Head Start

Head Start is a Department of Education and Training (DET) SBAT program that supports secondary school students to succeed while they study and work towards a career at the same time. Head Start students spend time completing paid, on-the-job training while also completing their senior secondary certificate at school.

Students who undertake a Head Start Apprenticeship or Traineeship will finish their Year 12 Year and then remain with the program until they have finished their training. Depending on when students enrol in Head Start, they may end up with a head start of one to two years on their apprenticeship or traineeship!

If you are interested in the Head Start program, start thinking about how you can gain some experience in your field of interest before you apply:

- could you undertake volunteer work or work experience?
- do you know somebody who works in the area where you could do some shadowing work?

For more information about Head Start and the opportunities available to our students, please contact our VET Coordinator, Trudi Godkin.

Other Considerations When Selecting a VET Program Timing and Location

The majority of VET programs happen on either a Wednesday or Friday. They occur at a variety of schools in the local area, TAFEs and other Registered Training Organisations (RTO), however, we also have our own range of VET programs delivered onsite. Please see the Senior Subjects and Programs section of this handbook for more details about internally run VET programs.

Higher Education Studies in the VCE

Higher Education studies in the VCE and Eligibility:

Satisfactory completion of an approved Higher Education study within the VCE will contribute towards the satisfactory completion of the VCE as an unscored Unit 3 and 4 sequence. Students may count only one Higher Education study towards satisfactory completion of the VCE. The Higher Education studies are offered by higher education institutions and are designed for independent, high-achieving VCE students. Two types of study, Extension and Advanced Standing, are offered through this program.

An Extension study:

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

An Advanced Standing study:

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

A list of study prerequisites is available from the VCE General Advice and Policy page of the VCAA website.

Note: Students must be recommended by their school for participation in the program. The school principal will certify that selected students meet the guidelines provided by the higher education institutions, which may include specific tests.

If students have completed the VCE preparatory study, and/or any other prerequisite of the Higher Education study, in a previous year, they are required to have an active enrolment, and satisfactorily complete at least one Unit 3–4 sequence towards the VCE, in the same year in which they enrol in the Higher Education study. Usually, for enrolment in Extension studies, students will have demonstrated high achievement across all studies and have a VCE study score of 41 or more in the preparatory study, if applicable. In some instances, however, students are allowed to enrol in the preparatory VCE study concurrently with the Higher Education study.

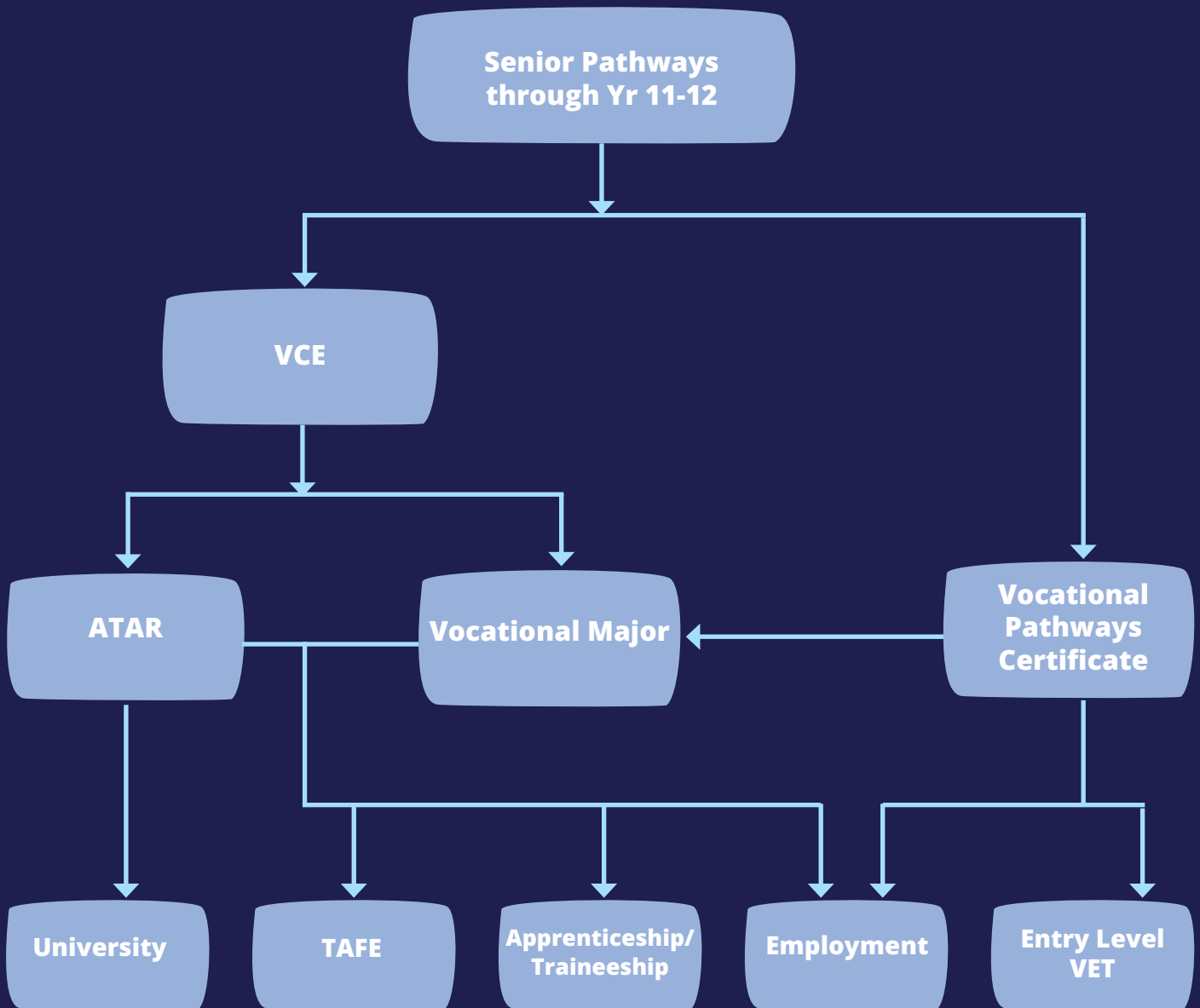
ATAR increment:

If a student successfully completes a Higher Education study, and if applicable co-requisite or prerequisite conditions were met, the study can contribute to the student's ATAR as a fifth or sixth study, subject to the restricted combinations outlined in Victorian Tertiary Entrance Requirements (VICTER), which are set by VTAC. There will be 'grading' of the increment contributing to the calculation of the ATAR for any result of pass or above. Students will have an increment of between 3.0 and 5.0 points according to their level of achievement. Students should note that if a student undertakes two Higher Education studies, VTAC will count only one study towards the increment. If a student withdraws from, or fails to satisfactorily complete, the VCE preparatory study (either as a prerequisite or concurrently) that 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.

For more information about Higher Education Studies in the VCE, please visit the following website:

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx>

Senior Pathways



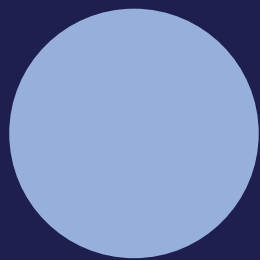
2024 Senior Subjects and Programs

Note: Just because a subject is offered does not necessarily mean that it will run. Many factors will determine if a subject runs, including the number of students who select it, blocking and available staff.

Domain	Subject
Arts (Performing)	VCE Drama: Units 1-4
	VCE Music Performance: Units 1-4
Arts (Visual)	VCE Art Making and Exhibiting: Units 1-4
	VCE Media: Units 1-4
	VCE Visual Communication Design: Units 1-4
English and English as an Additional Language	VCE English: Units 1-4
	VCE Literature: Units 1-4
	VCE English as an Additional Language (EAL) Units 1-4
Humanities	VCE Accounting: Units 1-4
	VCE Business Studies: Units 1-4
	VCE History: Units 1-4
	VCE Legal Studies: Units 1-4
Languages	VCE Japanese Second Language: Units 1-2
Mathematics	VCE Foundation Mathematics Units 1-4
	VCE General Mathematics Units 1-4
	VCE Further Mathematics Units 3-4
	VCE Mathematical Methods Units 1-4
	VCE Specialist Mathematics Units 1-4

Domain	Subject
Physical Education and Health	VCE Health and Human Development: Units 1-4
	VCE Physical Education: Units 1-4
Science	VCE Biology: Units 1-4
	VCE Chemistry: Units 1-4
	VCE Physics: Units 1-4
	VCE Psychology: Units 1-4
Technology	VCE Applied Computing: Units 1-2
	VCE Data Analytics: Units 3-4
	VCE Software Development: Units 3-4
	VCE Food Studies: Units 1-4
Vocational Major and Victorian Pathways Certificate	Literacy
	Numeracy
	Personal Development Skills
	Work related Skills
Internal Vocational Education and Training (VET) Courses	Certificate II in Community Services
	Certificate II in Dance
	Certificate II in Engineering Studies
	Certificate II in Furniture Making Pathways
	Certificate III in Music Industry: Music Performance Specialisation
	Certificate II in Skills for Work and Vocational Pathways
	Certificate II in Sports Coaching
	Certificate II in Sport and Recreation
Certificate III in Sport and Recreation	

YEAR 10 SUBJECTS





YEAR 10

Year 10 Performing Arts

Fusion Music

Fusion Music involves dedicated music students developing their instrumental and musicianship skills through regular rehearsal, performance and instrumental lessons.

The course focuses on preparing students for VCE Music Performance pathway during Year 11 and 12. All students in this program receive a weekly private instrumental music lesson, timetabled throughout the week, on the instrument of their choice.

Students will develop a solid foundation in music theory, music analysis and listening skills and also participate in an exciting ensemble program. Additional performance opportunities include competing in the 'Battle of the Bands', "Battle of the Arts competitions" other music competitions. FUSION Music students will also have extensive recording and live performance opportunities.

Drama Performance

The aim of the year 10 drama program is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and to evaluate the contribution of drama and theatre to enriching society.

This unit also focuses on the development and application of skills in using stagecraft elements. This may include text realisation using stagecraft: costume, theatrical make-up, set dressing, sets, props, and set design; giving form and definition to the action by creating a set box; understanding scale; exploring the effects of colour, line, texture and shape on mood, time, period and character; other areas of production; for example direction, sound, properties, makeup and stage-management.

Dance

Do you love to dance? Come to year 9 Dance to explore a broad range of different dance styles throughout the semester. Have fun exploring a range of different genres through a variety of activities and workshops. Work on developing technique and confidence in class with many opportunities to perform. There is some theoretical component to accompany the course so that students can contextualise their learning. Be the first to experience our brand new state of the art performing arts centre and enjoy exploring dance and dance culture in year 10.



YEAR 10

Year 10 Visual Arts

Media

In this Unit students will focus on various media forms such as film, photography and print design. They will explore how media technologies are used on a professional level by creating short films, photo series and digital design products. Students will explore industry standards and analyse how films communicate to and engage with audiences.

Additionally, Students will discuss how social media and new media technologies impact society and continuously revolutionise the media industry.

Curriculum contribution: \$50

Studio Arts (Semester 1 only)

In this Unit students will focus on various media forms such as film, photography and print design. They will explore how media technologies are used on a professional level by creating short films, photo series and digital design products. Students will explore industry standards and analyse how films communicate to and engage with audiences.

Additionally, Students will discuss how social media and new media technologies impact society and continuously revolutionise the media industry.

Curriculum contribution: \$40

Visual Communication Design (Semester 2 only)

If you have an interest in architecture, engineering, graphic or industrial design, advertising, marketing, cartography or fashion this is the subject for you. This subject can lead to a range of career opportunities. Students will have an opportunity to use ICT programs such as Photoshop or Illustrator, to refine their work, improve their drawing skills and learn how to visually express ideas. Students wishing to undertake Visual Communication Design in VCE are advised to select this subject.

Curriculum contribution: \$40



Year 10 English

Classical Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts, helping them to develop increasingly complex responses to a range of literary forms and styles.

Additionally, students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experiences. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature, and an awareness of how the views and values that readers hold may influence the reading of a text.

Students will study a range of classical literature pieces throughout the course of this elective.

Introduction to English Language

The Introduction to English Language elective explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

The Introduction to English Language focuses on building the students' understanding of the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. This elective aims to provide students with a fundamental understanding of linguistic principles so that students studying the English Language can examine how uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions.

Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.



YEAR 10

Year 10 Health & Physical education

Fitness Industry

This course will offer students the chance to expand their knowledge of the fitness industry by studying a range of topics including; sport science, nutrition, performance enhancement, recovery and injury rehabilitation. Students will also study professional and amateur sport, look at fitness industry opportunities and pathways, attend excursions and partake in a range of practical labs consolidating the theory learnt in the classroom.

Sports Coaching

Students will participate in a program that develops their leadership and coaching skills. Students will build their knowledge of a range of topics including effective coaching, communication skills, practical skills, tactics and sports related first aid.

Students will be given the opportunity to plan and conduct their own sporting lessons to coach their peers and also have the opportunity to coach the Primary students within the college. All students participating in this subject will require their own whistle to help deliver lessons to others.

Introduction to Health & Human Development

In this elective, you will explore topics covered in VCE Physical Education and VCE Health & Human Development.

In VCE PE you will gain an understanding of the musculoskeletal system, fitness components and training principles and methods and you will develop your own training program. VCE PE has a large theoretical component, which laboratory activities to consolidate understanding of key knowledge.

Throughout VCE HHD you will develop an understanding of the concept of health and wellbeing and explore development from youth to adulthood. You will demonstrate your understanding through a range of assessments, including investigating living out of home and its impacts on your health, wellbeing and development.

This elective will lead into VCE Health and Human Development 1 + 2 and/or VCE Physical Education 1 + 2



YEAR 10

Year 10 Humanities

Law and Order

- Are you interested in the Law or are passionate about becoming a lawyer, police officer or politician?
- Do you like to compare Australia's rights and laws to other countries?
- Are you interested in protecting our rights as a diverse society?

If this sounds like you, then get ready for Law & Order!

The 'Law' component of the course will investigate the key principles of Australia's justice system such as the principles of justice and how these can be undermined through crimes such as bribery, coercion of witnesses and trial by media. We will examine real Australian cases to apply the concepts. The 'Order' component will identify what it means to have order and cohesion within society, but investigate threats to a cohesive society, for example, organised crime such as crime syndicates and motorcycle bikie gangs and also media bias. We will investigate the influence of social media in shaping attitudes. A perfect stepping stone into VCE Legal Studies, this subject will build on critical skills and knowledge required for the study of Law and Politics.

Business Start-up

- Do you want to have the skills to start up your own business?
- Do you want to work for yourself one day?
- Are you aware of the global impact businesses have?
- Have you considered the issues business owners face?

If this sounds like a future that you want, then Business Start-Up! the elective for you!

In this elective, you will be introduced to the current world of global businesses and explore Business environments thinking as the owner as well as examining the external environment in order to understand what it takes to run a successful, ethical and socially considerate business destined to earn riches. Through a range of films, clips and documentaries such as Blood Diamond and Stacey Dooley Investigates we aim to expose some of the negative business practices across the supply chain and prepare you to consider possible solutions and ways you could be successful as a business owner in the ever changing business environment. You will then be required to plan your own 'Start up' Business making positive choices that minimise the negative impact that businesses have on our world. This elective is a perfect stepping stone into VCE Business Management as this subject will build on critical skills and knowledge required to succeed in future Business Studies.



YEAR 10

People Power

- Are you interested in understanding why we live in such an unequal and politically divided world?
- Do you want to know who governs you and why they govern you?
- Are you interested in understanding Australia's commitment to global politics?
- Have you wondered about the different sides on the political spectrum?
- Does it fascinate you learning about the political tensions in the Middle East and around the world?

If this sounds like you, then get ready for People Power.

Throughout this unit you will be learning about the Australian political system and the different political parties in Australia. This includes understanding their policies and why they choose to implement them to govern you. This unit will also explore Australia's commitment to the global political system and their involvement in political activism throughout the Middle East and around the world. This is a perfect stepping stone into VCE Global Politics!

Our World at War

- Are you interested in the major historical wars of our world?
- Do you want to know how Australia has protected its borders from invasion?
- Are you interested in trench and weapon warfare?
- Are you interested in how the major wars and global influences have impacted modern Australia and the contemporary world?

If some of these historical topics interest you, then Our World at War is for you!

Students will be looking at World War 1 and World War 2 and the effects they had on the modern world. Students will analyse key battles and warfare strategies. Life in Australia during these periods will be discussed focusing on the debates surrounding propaganda and conscription.

Students will look into the changing relationships Australia had with the stakeholders of the world. To finish off the semester students will learn about the aftermath of war through migration, focusing on how Australia became a multicultural country. Assessments for this topic include a research essay where you get to choose an area of World War 2 to delve into, as well as an exciting source analysis from World War 1. Our World at War will lead you into NWSC VCE history electives of Year 11 Modern History and Year 12 Revolutions.



The Future of our World

- Do you want to know how we are destroying the world?
- Are you interested in helping the world improve?

If this sounds like you, then get ready for Future of the World!

Humans eat and produce so many things in this world. This is changing the world's environments and it is our responsibility to manage and address this issue. In this elective students will look at the different environments around the world and how human consumerism is impacting our world. From here we will look at how the people and countries are attempting to undo the damage and make comparisons of Australia's responses to the world's suffering. In addition, we will explore the historical and cultural approaches of land management of our Indigenous people to improve sustainability of our world.

This elective has a direct pathway to VCE. These include: Geography and Environmental Science. For VCAL it can provide you with some extra knowledge in regards to future landscape, horticulture and environmental issues which could help in potential landscaping, farming and building careers.

Year 10 Languages

Japanese - Full Year Elective

Learning Japanese provides access to the culture of Japan, communicating in Japanese can with other skills, widen travel and employment opportunities.

Students will further broaden their communication skills and cultural understanding from previous study. Topics covered include researching a Japanese tradition and comparing it to an Australian one, everyday conversation skills for travelling in Japan, cottage industries and contemporary Japanese society today.

Students will look at a variety of texts including personal, descriptive, informative and imaginative further developing their grammatical understanding of the Japanese language and extending their writing ability. This course will actively prepare students for a language pathway in VCE.



Year 10 Science

Forensics

Students examine various forensic techniques such as fingerprinting, ballistics, handwriting analysis, D.N.A, blood splash patterns, anthropometry, autopsies, chromatography and more. They will look at the history of these techniques, details of how they are analysed, and how crimes can be solved using each of the different techniques.

Students will collect, identify, classify and analyse physical evidence related to criminal investigations. After examining various forensic techniques students will produce their own crime scenarios for their peers to solve.

This subject will lead into VCE Biology.

Field Science

Are you interested in the origins of life or the universe? Do you want to learn how to conduct investigations and experiments? Field Science is a practical based unit looking at the fields of Biology, Earth Science and Astronomy. Over the course of this subject, we will be exploring the diversity and anatomy of animals, the evolution of all life on earth, the extinction of the dinosaurs, the end of the universe and whether life exists outside of our Solar System. We will also be going on a camp where we will be collecting field data on plants and animals, stargazing at the Mornington Peninsula Astronomical Society, as well as enjoying outdoor activities. At the end of the semester, you will be designing and conducting a scientific investigation on a research topic of your choice, which will be published into a class academic journal. This subject prepares students for all of the VCE Science subjects.

Curriculum contribution: \$50

Maximum numbers: 40 students per semester (two classes of 20)

Introduction to Psychology

Psychology is the scientific study of human thoughts, feelings and behaviours. In this course, students will focus on the role psychology can play in our lives, with a focus on their own experiences as adolescents. They explore the different fields of psychological research and the impact of these fields on our lives. Students will also explore different psychological theories of personality, and the structure of the neuron and the brain. Students will learn about the teenage brain and how their development can be affected. They will also learn about their own memories and why forgetting occurs, as well as ways to improve their memories. Students will explore the importance of sleep and the impact of sleep disorders. They will also learn about mental health as a concept, with a focus on factors that affect our mental health and the different types of disorders that exist. Students will also have an opportunity to conduct their own research and complete a scientific poster on their findings. Throughout the semester, students complete research projects, presentations and topic tests. This subject prepares students for VCE Psychology.



YEAR 10

Introduction to Chemistry

Chemistry is the scientific study of the world we live in, starting at the smallest scale and working up. The different types of atoms and molecules in a substance explain its properties, from how liquid nitrogen is used to make ice cream to why a nuclear bomb explodes so vigorously.

In this course, students will discover the 3 main classes of molecules: metals, ionic compounds and covalent compounds. Their different types of reactions, such as acid-base, precipitation, redox and combustion reactions will be explored through content and engaging experiments. The ability to write full balanced equations and a scientific laboratory report will also be focused. The current world has been focusing on “Sustainability” while creating products with the properties we want, from designing medicines to copolymers to fuel cell cars. A taste of “stoichiometry” - chemistry calculations on the amount of reactants needed to produce products of a reaction will be learnt to prepare for future studies.

Chemistry studies all of these ideas building on the work done in junior Sciences. Chemistry is important for students who are interested in a career in Medicine, Health Sciences, Engineering or Research. This subject is recommended for students who have achieved a high level in Year 9 Core Science and have strong skills in mathematics.

This subject prepares students for VCE Chemistry.

Introduction to Physics

Students gain an understanding of how an object’s motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity.

Throughout the semester, students will complete inquiry based science activities and assessments. Students undertake Unit Topic Tests as well as an end of Semester Examination.

This subject prepares students for VCE Physics.



YEAR 10

Year 10 Technology

Fabulous Food - Semester 2 only

Fabulous Food is offered to extend Year 10 student's interest and ability in numerous food related skills. This subject will prepare students for VCE Food and Technology in a fun and challenging environment, where students are provided with choices in the direction of their learning. Students will undertake the preparation of foods using different methods and equipment. They will then compare and evaluate the results in order to improve their skills in preparing a range of foods.

Curriculum Contribution: \$30

Food for Life - Semester 1 only

Food for life is a subject aimed at students with a keen interest in extending their knowledge and skills in a range of food related areas. This subject will provide students with lifelong skills, while also being a stepping stone to VCE Food and Technology. Food for Life is an excellent subject choice for students with an interest in developing their knowledge and skills in food production and those wishing to pursue further studies in Food and Technology.

Curriculum Contribution: \$30

Introduction to Product Design Technology 2

Students undertaking this area of study will put together their own design ideas into existing pieces of furniture. As an example a student may choose a blanket box and add some unique design features to enhance visual impact or functionality. Students will learn to use the latest in specialist tools and working techniques, which will help them in their design and manufacturing. This area of study gives the students the opportunity to work with furniture grade timbers and manufactured board, whilst putting their ideas into a manufacturing process. As part of the students assessment, students will be required to keep a journal of each periods activities and a design book for drawings and sketches. OHS is a key component in our workshops and is fundamental to our charter within the school.

Elective fee includes class materials

Curriculum Contribution \$35

I.T. @ Work

This course examines some of the major computer applications used in the world today. Every workplace uses databases and spreadsheets in some way. Find out how they do it! Who has your personal information? Facebook? Twitter? The role of databases in your life. Learn how to incorporate Photoshop and Dreamweaver to create a web site. Students will also learn about cyber security and topics such as identity theft and data mining. This course is a good introduction to VCE Computing.



VCE Bridging English as an Additional Language

Is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Unit 1

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Unit 2

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Structure

The study is made up of two units at Units 1 and 2 level. There is no Units 3 and 4 sequence in this study. Each unit deals with content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. This study is comprised of compulsory and elective areas of study.

Compulsory areas of study are:

- Unit 1, Area of Study 1: English for everyday and academic purposes
- Unit 1, Area of Study 2: English for self-expression

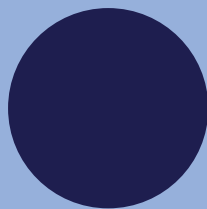
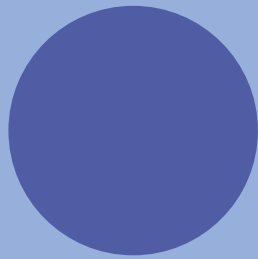
Areas of study in Unit 1 contain key knowledge and key skills common to both outcomes.

Two of the following elective areas of study must be selected for study in Unit 2:

- Unit 2, Area of Study 3: English in the media
- Unit 2, Area of Study 4: English for the workplace

Each area of study in Unit 2 contains key knowledge and key skills specific to the achievement of each outcome.

YEAR 11 & 12 SUBJECTS





PERFORMING ARTS



VCE Drama Units 1-4

This study enables students to:

- develop, through practice and analysis, an understanding of drama as a way of communicating stories, ideas and meaning
- examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles
- devise, perform and evaluate solo and ensemble drama work
- appreciate multiple traditions of drama practice across a range of contexts
- explore processes for the creative development of new work
- manipulate dramatic elements and production areas in devising and performing drama
- develop and refine expressive and performance skills
- engage with professional drama practice
- develop skills as creative and critical thinkers
- foster their appreciation of drama as an art form.

Unit 1: Introducing performance styles

Unit 2: Australian identity

Unit 3: Devised ensemble performance

Unit 4: Devised solo performance

Unit 3 & 4 Assessments

- Units 3 and 4 School-assessed Coursework: 40 per cent
- Performance examination: 35 per cent
- End-of-year examination: 25 per cent.

Read more about Drama Study Design:

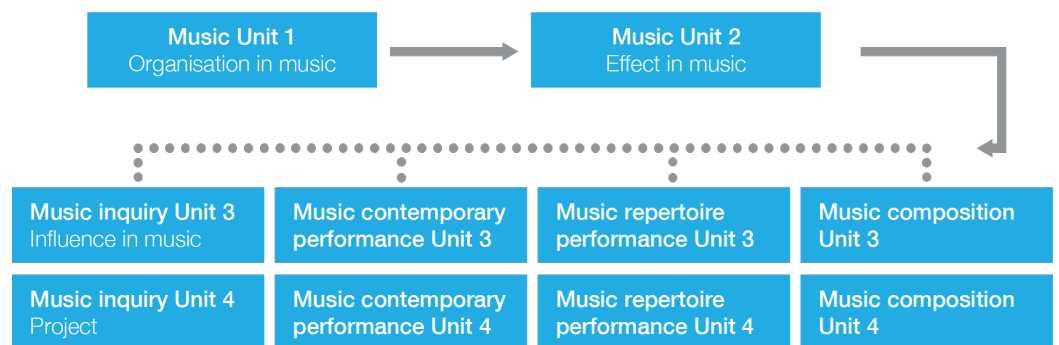




VCE Music 1-4

This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.



Victorian Certificate of Education Music Study Design version 1.1 VCAA accreditation period 2023-2027



YEAR 11 & 12

Unit 3 & 4 Assessments

Music inquiry

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 5 per cent
- Unit 4 Externally-assessed Task: 50 per cent
- end-of-year examination: 15 per cent.

Music contemporary performance

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Music repertoire performance

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Music composition

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Externally-assessed Task: 50 per cent
- end-of-year aural and written examination: 20 per cent

Read more about Music Study Design:





VISUAL ARTS



VCE Artmaking and Exhibiting Units 1-4

This study enables students to:

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

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

Unit 3 & 4 Assessments

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- end-of-year examination: 30 per cent.

Read more about Art Making and Exhibiting Study Design:





VCE Media Units 1-4

This study enables students to:

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

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

Unit 3: Media narratives and pre-production

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

Unit 3 & 4 Assessments

- Units 3 and 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 40 per cent
- end-of-year examination: 40 per cent.

Read more about Media Study Design:





VCE Visual Communication Design Units 1-4

VCE Visual Communication Design enables students to:

- work independently and in collaboration to find, reframe and address human-centred design problems and opportunities
- apply a design process to discover, define, develop and deliver design solutions
- develop divergent and convergent thinking strategies
- understand conceptions of good design
- develop and apply skills in drawing and making, using a range of media, materials, methods and techniques
- manipulate the design elements and principles to communicate ideas and information
- apply ethical, legal, sustainable and culturally appropriate design practices
- understand design's influence, and the influences of design in past, present and future contexts, including economic, technological, cultural, environmental and social factors
- deliver and receive critical feedback using appropriate design terminology.

Unit 1: Finding, reframing and resolving design problems

Unit 2: Design contexts and connections

Unit 3: Visual communication in design practice

Unit 4: Delivering design solutions

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

Read more about Visual Communication
Design Study Design:





ENGLISH



VCE English & English as an Additional Language (EAL) Units 1-4

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

Unit 1 and 2

Text selection

- Reading and exploring texts
- Crafting texts
- Exploring arguments

Units 3 and 4

Text selection

- Reading and responding to texts
- Creating texts

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

[Read more about English and English as an Additional Language \(EAL\) Study Design:](#)





VCE Literature Units 1-4

This study enables students to:

- enjoy reading a range of challenging literary texts
- approach unfamiliar texts and negotiate diverse literary territories with confidence
- explore the ways in which authors craft their writing
- recognise there are many possible ways of interpreting literary texts
- develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning
- write creatively and critically, and develop their individual voice
- consider the views of others, including when developing interpretations
- express their ideas, through all language modes, with insight and flair.

Unit 1 and 2

Text selection

- Reading practices
- Exploration of literary movements and genres
- Voices of country
- The text in its context

Units 3 and 4

Text selection

- Adaptations and transformations
- Developing interpretations
- Creative responses to texts
- Close analysis of texts

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

Read more about Literature Study Design:





HEALTH & PHYSICAL EDUCATION



VCE Health & Human Development Units 1-4

This study enables students to:

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

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Read more about Health and Human Development Study Design:





VCE Physical Education Units 1-4

This study enables students to:

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

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

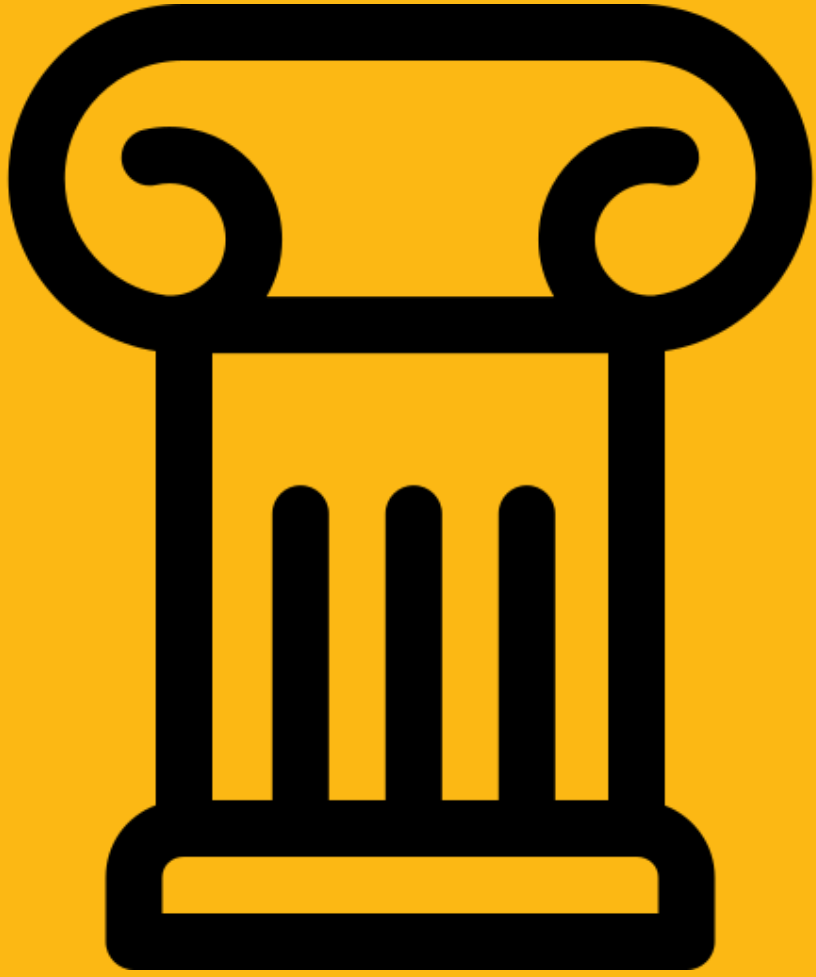
Unit 4: Training to improve performance

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Read more about Physical Education Study Design:





HUMANITIES



VCE Accounting Units 1 - 4

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations
- use financial and other information to improve the accounting decision-making within a business

Unit 1: Role of accounting in business

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

Unit 3: Financial accounting for a trading business

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

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
-

Read more about Accounting Study Design:





VCE Business Management Units 1-4

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

Read more about **Business Management Study Design:**





VCE Legal Studies Units 1-4

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Unit 3: Rights and justice

Unit 4: The people, the law and reform

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

Read more about Legal Studies Study Design:





VCE History Units 1-4

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry
- ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence
- develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance,
- explore a range of eras and periods, events, people, places, ideas and historical perspectives to develop a broad understanding of the past
- engage with historical interpretations and the contested debates between historians in an informed and critical manner
- recognise how our understanding of the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

The study is made up of 13 units;

Units 1 & 2	Units 3 & 4
Empires Units 1 and 2: Empires	Ancient history Units 3 and 4: Ancient history
Modern history Unit 1: Change and conflict Unit 2: The changing world order	Australian history Units 3 and 4: Australian history
Ancient history Unit 1: Ancient Mesopotamia Unit 2: Ancient Egypt Unit 2: Early China	Revolutions Units 3 and 4: Revolutions

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Read more about History Study Design:





VCE Philosophy Units 1-4

This study enables students to:

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

The study is made up of four units.

Unit 1: Existence, knowledge and reasoning

Unit 2: Questions of value

Unit 3: Minds, bodies and persons

Unit 4: The good life

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

Read more about Philosophy Study Design:





LANGUAGES



VCE Japanese Units 1-4

The aims of the study design are to develop students':

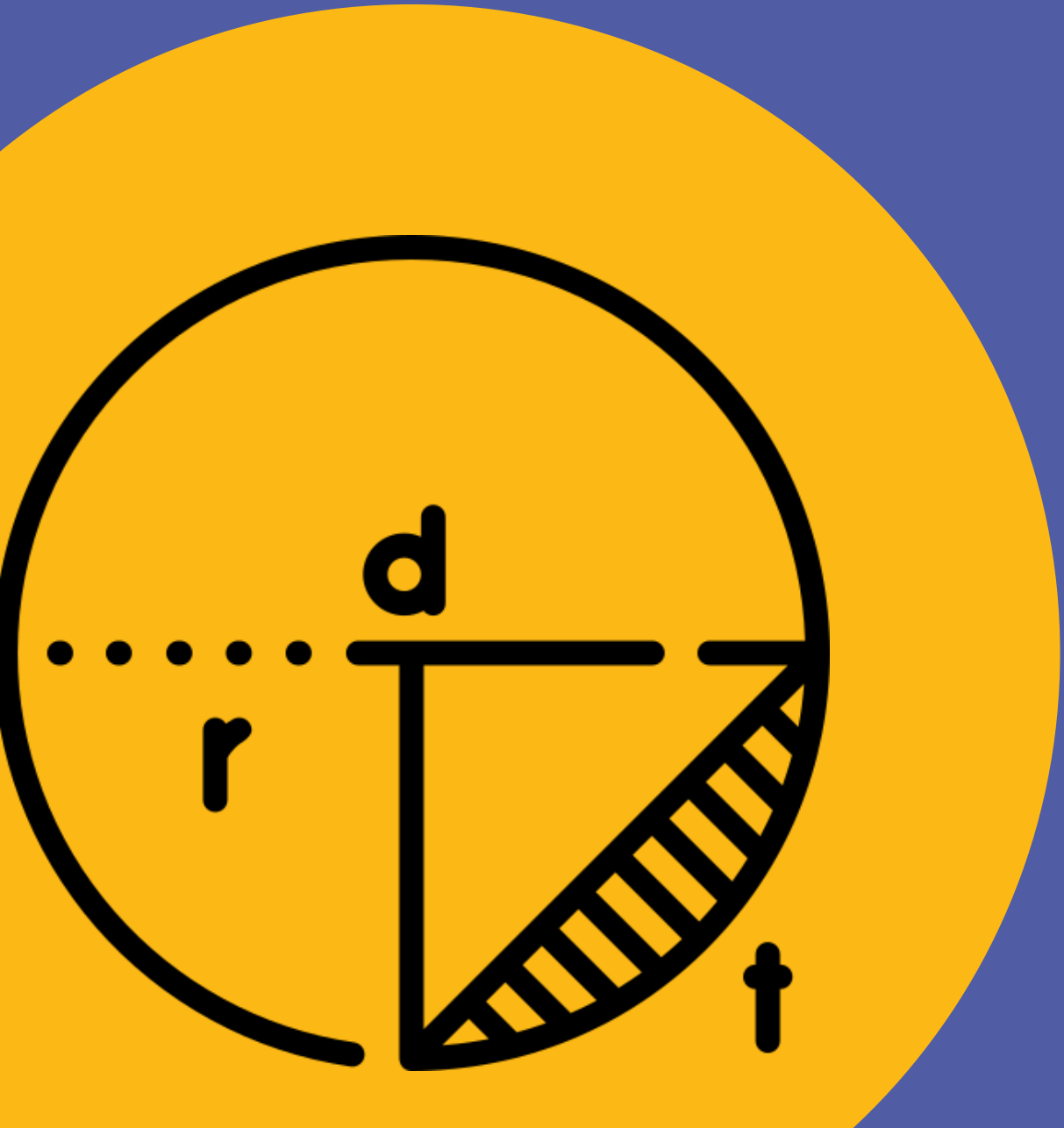
- ability to use Japanese to communicate with others;
- understanding and appreciation of their own and other cultures;
- understanding of language as a system;
- potential to apply Japanese to work, further study, training or leisure.

The study is made up of four units.

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

[Read more about Japanese Study Design:](#)





MATHEMATICS



VCE General Maths Units 1-4

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Unit 3 School-assessed Coursework: 24 per cent

Unit 4 School-assessed Coursework: 16 per cent

Units 3 and 4 Examination 1: 30 per cent

Units 3 and 4 Examination 2: 30 per cent.

[Read more about General Maths Study Design:](#)



VCE Mathematical Methods Units 1-4

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

Units 3 and 4 Examination 1: 20 per cent

Units 3 and 4 Examination 2: 40 per cent.

[Read more about Mathematical Methods Study Design:](#)





VCE Specialist Maths Units 1-4

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

Units 3 and 4 Examination 1: 20 per cent

Units 3 and 4 Examination 2: 40 per cent.

[Read more about Specialist Maths Study Design:](#)



SCIENCE





VCE Biology Units 1-4

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

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

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

Read more about Biology Study Design:





VCE Chemistry Units 1-4

This study enables students to:

- develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product

The study is made up of four units.

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

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

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

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

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

Read more about Chemistry Study Design:





VCE Physics Units 1-4

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How is energy useful to society?

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

Unit 3: How do fields explain motion and electricity?

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

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

Read more about Physics Study Design:





VCE Psychology Units 1-4

This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

Unit 1: How are behaviour and mental processes shaped?

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

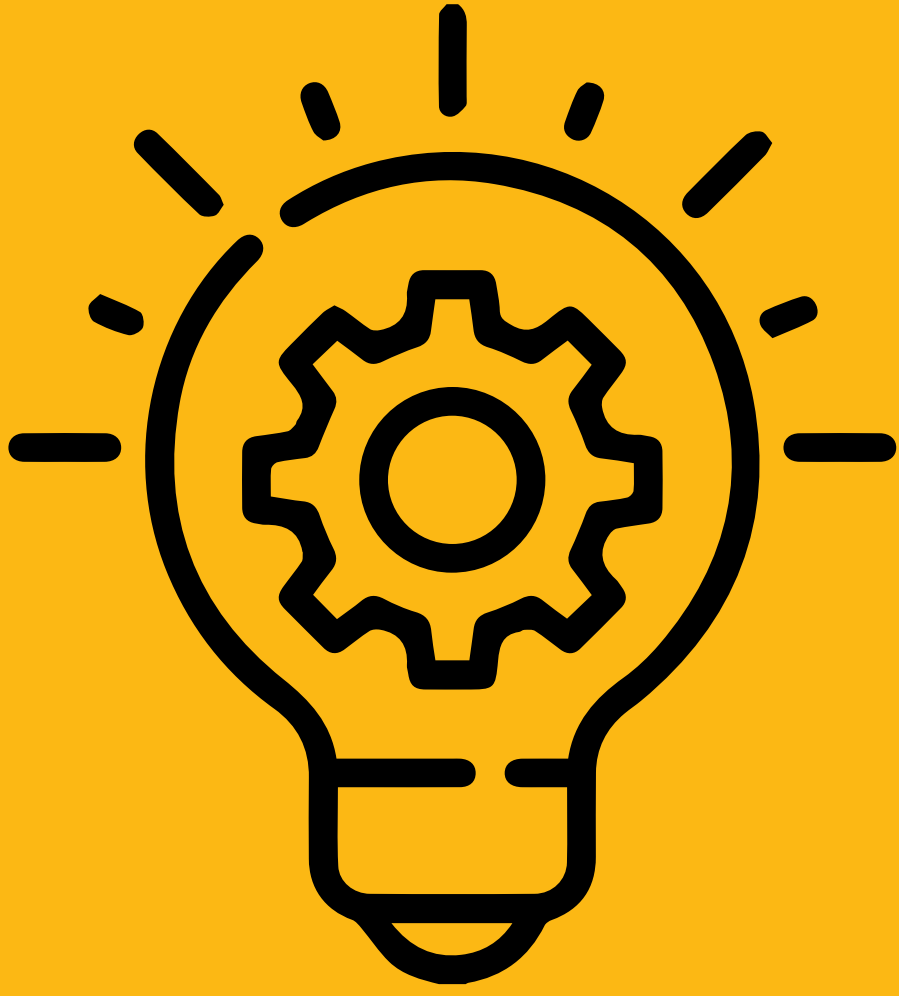
Unit 3: How does experience affect behaviour and mental processes?

Unit 4: How is mental wellbeing supported and maintained?

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

Read more about Psychology Study Design:





DESIGN AND TECHNOLOGIES



VCE Food Studies Units 1-4

This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choices
- research and discuss issues relating to sustainability, and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of our food systems
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

The study is made up of four units.

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

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

[Read more about Food Studies Study Design:](#)





VCE Systems Engineering Units 1-4

This study enables students to:

- develop an understanding of the systems engineering process and factors that influence the creation and use of a system
- develop skills and conceptual understandings important to effective design, planning, production, diagnosis,
- performance analysis, maintenance, modification and control of technological systems
- acquire knowledge of mechanical, electrotechnological and control systems and apply this knowledge to solve technological problems
- develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport
- deepen their knowledge of new developments and innovations in technological systems
- develop skills in the safe, efficient and effective use of tools, equipment, materials, machines and processes, including digital technologies
- critically engage in risk management processes
- extend knowledge of project management and develop problem-solving and analytical skills
- use virtual and physical modelling to develop designs
- gain an awareness of quality and mandated standards, including system's reliability, safety and fitness for the system's intended purpose

The study is made up of four units.

Unit 1: Mechanical systems

Unit 2: Electrotechnological systems

Unit 3: Integrated and controlled systems

Unit 4: Systems control

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

Read more about Systems Engineering Study Design:





DIGITAL TECHNOLOGIES



VCE Applied Computing Units 1-4

This study enables students to:

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

The study is made up of six units.

Unit 1: Applied computing

Unit 2: Applied computing

Unit 3: Data analytics

Unit 4: Data analytics

Unit 3: Software development

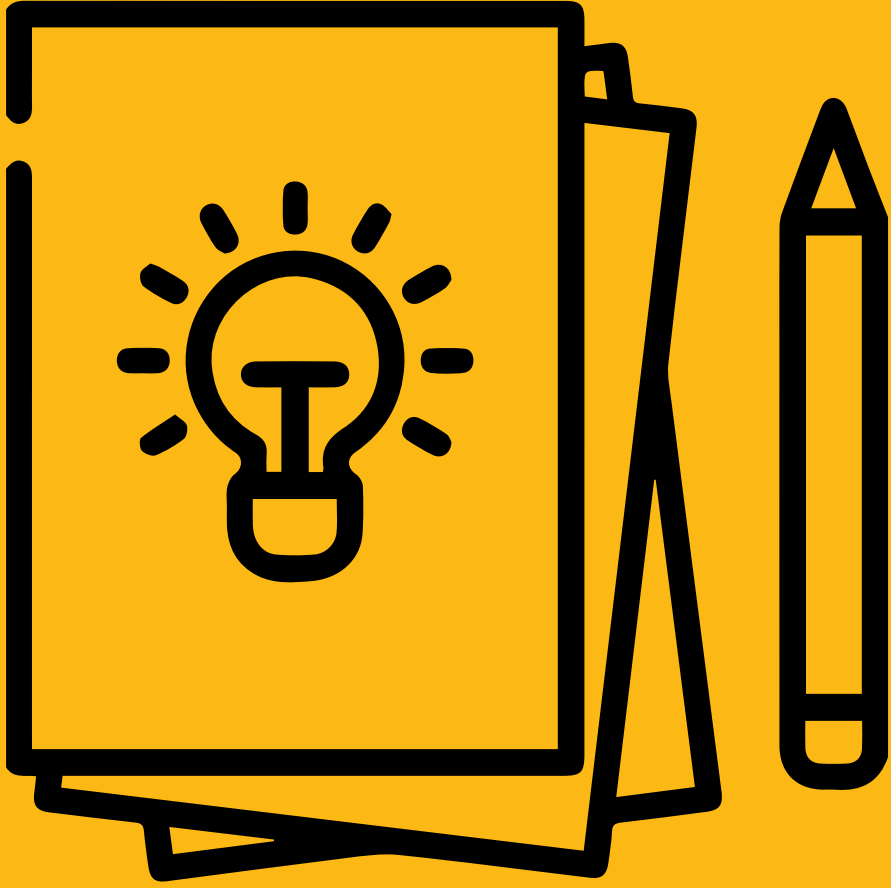
Unit 4: Software development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences.

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

[Read more about Applied Computing Study Design:](#)





VCE VOCATIONAL MAJOR



VCE VM Literacy Units 1-4

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. The areas of study may be undertaken concurrently so that reading and writing outcomes are integrated, where this is deemed appropriate by the teacher. Each outcome is described in terms of key knowledge and key skills.

Read more about VCE VM Literacy Study Design:





VCE VM Numeracy Units 1-4

This study enables students to:

- develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.

The Numeracy study design is structured around four complementary and essential components. See the 'Numeracy study components' section for details of these components, including: eight areas of study; Outcome 1 numeracy contexts; Outcome 2 problem-solving cycle; and Outcome 3 mathematical toolkit.

[Read more about VCE VM Numeracy Study Design:](#)





VCE VM Work Related Skills Units 1-4

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

This study is made up of four units.

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

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

Read more about VCE VM Work Related Skills Study Design:





VCE VM Personal Development Skills Units 1-4

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens.

This study is made up of four units.

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for the unit.

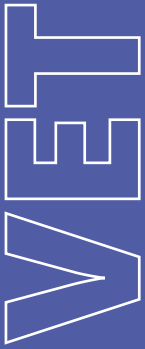
Read more about VCE VM Personal Development Skills Study Design:



VET

SUBJECTS





VET Certificate II Building & Construction

This course provides young people with an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

Course Details

Location: Narre Warren South P-12 College

RTO: AIET

Attendance: VCE/VET Subject Block

Duration of Course: 2 years

Materials Required: Steel capped boots and safety glasses will need to be provided by student. \$270 Materials fee

Course Content

Year 1

Work effectively and sustainably in the construction Industry, Plan and organise work, Conduct workplace communications, Carry out measurements and calculations, Read and interpret plan and specifications and Apply OHS requirements, policies and procedures in the construction industry.

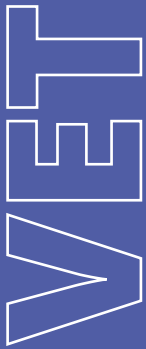
Year 2

Handle and prepare bricklaying and blocking materials, Use bricklaying and blocking tools and equipment, Use carpentry tools and equipment, Erect and dismantle formwork for footings on slabs, Handle carpentry materials and Apply basic levelling.

Future Pathways

Apprenticeship in any Building related trade

Curriculum Contribution \$270



VET Certificate II Dance

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

Course Details

Location: Narre Warren South P-12 College

RTO: Ausdance

Attendance: VCE/VET Subject Block

Duration of Course: 2 years

Course Content

Completion of Certificate II in Dance will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance or entertainment industry.

Future Pathways

For students that would like to continue into a Certificate III in dance, Certificate II is the equivalent to the first year of the Certificate III in Dance. With additional training and experience, future employment opportunities may include dancer, performer and choreographer.

Curriculum Contribution \$250

VET Certificate II Music Industry - Performance

VET Certificate II in Music Industry-Performance

The course aims to provide access to various career pathways available in the music industry and offers skill enhancement in music performance.

Course Details

Location: Narre Warren South P-12 College

RTO: College of Sound and Music Production

Attendance: VCE/VET Subject Block

Duration of Course: 2 years

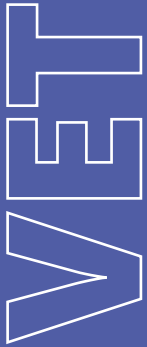
There are no prerequisites for this course, however you need a demonstrated understanding of music or the ability to play an instrument.

Materials Required: USB, headphones and an exercise folder.

Future Pathways

Cert IV in Music; Diploma of Music; Advanced Diploma of Music; Bachelor of Music; Diploma of Music Business; Bachelor of Music Industry. Students can also gain automatic entry into Melbourne Polytechnic courses after completing the Certificate III.

Curriculum Contribution \$230



VET Certificate II Engineering

VET Certificate II in Engineering

This course aims to provide students with the basic skills needed for an entry into a trade in the engineering industry and to offer entry level training to enhance employment prospects.

Course Details

This course is unscored and will not contribute to the VCE ATAR score.

Location: Narre Warren South P-12 College

RTO: AIET

Attendance: VCE/VET Subject Block

Duration of Course: 2 Years

Materials Required: Safety glasses will need to be provided by the student, headphones and a USB.

Course Content

Develop electro-technology and engineering skills and knowledge through both theory and practical elements. Certificate II in Engineering is suited to students who have an interest in the how and why of electrical circuitry and related industry environments.

Year 1

Apply principles of OHS in the work environment; interact with computing technology, use hand tools, organise and communicate information, use power tools/hand help operations, perform basic machining processes, apply basic fabrication techniques, develop an individual career plan for the engineering industry.

Year 2

Perform computations, participate in environmentally sustainable work practices, Produce basic engineering components and products using fabrication or machining, Produce basic engineering components and products using fabrication or machining. Apply 5S procedures, Handle engineering materials.

Future Pathways

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Curriculum Contribution \$230



VET Certificate II Sport & Recreation

The course is for students who are passionate about fitness, general wellbeing and health: or just have a love of sports or helping other individuals or teams to learn to develop skills.

Completing a qualification in Sport & Recreation opens many doors to a diverse range of employers and further study opportunities. The courses are designed to students everything they'll need to know to take the next step towards a career in their field.

Course Details

This course is scored and will contribute to the VCE ATAR score.

Location: Narre Warren South P-12 College

RTO: iVet. RTO No. 40548

Attendance: VCE/VET Subject Block

Duration of Course: 2 Years

Materials Required: A minimum of 100 hours is required per year

Learning Areas

Sport, fitness an recreation industry, first aid and emergency situations, safety and the sport, customer and quality service and equipment maintenance.

Year 1

Organise personal work priorities and development, Provide first aid, Participate in workplace health and safety, Use social media tools for collaboration and engagement, Conduct non-instructional sport, fitness or recreation sessions, Provide quality service, Respond to emergency situations, Book athlete travel and accommodation, Participate in conditioning for sport and Conduct sport, fitness or recreation events.

Year 2

Participate in WHS hazard identification, risk assessment & risk control, Conduct sport coaching sessions with foundation level participants, Plan and conduct programs, Facilitate groups, Educate user groups, Provide equipment for activities, Maintain equipment for activities and Conduct sport coaching sessions with foundation level participants.

Future Pathways

Community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant.

Narre Warren South P-12 College

A: 79-125 Amberly Park Drive, Narre Warren South, VIC, 3805

W: www.nwsc.vic.edu.au

T: 03 9704 3333