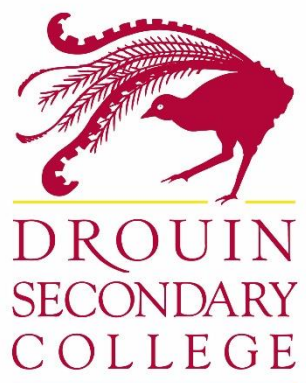




Year 11- 12

Curriculum Handbook

Drouin Secondary College



OUR VISION AND VALUES

Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing, global community.

We believe each core value can be expressed simply in the following statements:

ACHIEVEMENT

- We value and pursue excellence
- We encourage critical thought and questions
- We have a growth mindset
- We are risk takers and problem solvers
- We make connections between learning in different contexts

RESPECT

- We build positive relationships
- We are not afraid to express ourselves
- We show compassion for ourselves and others

COMMITMENT

- We value effort and endeavour
- We are resilient
- We seek joy in learning
- We seek to understand ourselves as learners

COMMUNITY

- We build partnerships with our community
- We embrace diversity
- We help each other
- We are lifelong learners

Principal's Message



Dear Students, Parents, Guardians and Carers,

At Drouin Secondary College we provide a range of educational opportunities for all our students moving into to their senior secondary years. We offer the VCE certificate, which includes the Vocational Major (VM), VET programs and the Victorian Pathways Certificate (VPC). We offer a broad array of pathway options to students, whether they are looking to gain entry to University, TAFE, Apprenticeships, Traineeships or the workforce. Our aim is for every young individual to leave Drouin Secondary College well placed to pursue their chosen career pathway.

Students are encouraged to think about their pathway beyond school and try to best match these options with subjects that students are challenged by, enjoy, thrive and connect with. Students have the opportunity to reach university, TAFE, workforce and tertiary options through any of the available pathways. The improvements to the recognition of learning across the VCE certificate will mean all learning is valued.

For many students, the senior school course selection process is exciting, but for some it can be a daunting process. Students are asked to consider what they may like to do following secondary school completion and make course selections that align with their pathway goals. During the process of making important decisions for their senior and final years of secondary school students should reflect on their journey through school so far.

It is important that students make personal and informed choices based on their own research and planning when selecting subjects. In the time we have been offering VCE and other certificate options, we have established a legacy of student success, demonstrated by consistent academic results and transition to tertiary studies.

We have much pride in the diverse, high achievements of our alumni. No two people are the same and the achievements of our students match our drive for personal best and excellence. Next year, will be full of challenges. We wish you well with your decision-making and planning and look forward to working with all our students and families in 2024.

A handwritten signature in blue ink, appearing to read 'Elizabeth Godwin'.

Elizabeth Godwin | College Principal

Assistant Principal's Message



Dear Students, Parents, Guardians and Carers,

At Drouin Secondary College we offer a variety of academic programs to cater for the individual learning needs of our students. Our goal is to ensure every student who leaves Drouin, achieves a quality destination. We define a quality destination as tertiary study, apprenticeships, traineeships or employment with a long-term future. Our role as educators is to help students, with the support of their families to make choices and develop skills that will assist them to find their own fulfilling pathway.

As students enter into their final two senior years of schooling (Years 11- 12) they have the opportunity to select a pathway they aspire to, within the parameters of school and VCAA guidelines. The process of subject selection can be an exciting but challenging time. For each individual, research, planning and reflection are essential if they are to find their own passion and identify different pathway options that will help them to reach their personal goals. For some students, this process of determining their individual goals and pathway will be challenging and will create uncertainty. Be assured that it is normal for goals and career pathways to keep changing over time due to the impact of each student's experiences on their perspective, and their growing insight into their skills and interests.

Students should use the information within this handbook to plan their pathway through their final years as senior students by selecting combinations of subjects that meet their interests and lead to their intended career. Students should consider the following questions when thinking about their options:

- *What are my strengths and interests?*
- *What am I good at?*
- *What careers am I interested in?*
- *What University and TAFE courses interest me?*
- *What subjects are pre-requisites to get into the course of my dreams?*

We always recommend opting for a course that keeps your options open. As always, if you have any questions about the senior pathways and options available at Drouin Secondary College, please don't hesitate to contact me at the College or our expert Careers & Pathways Team who have close links with a range of industry and education providers, along with access to a variety of resources which can assist students in making their pathways decision.

I wish you well in your choices.

A handwritten signature in black ink, appearing to read 'Leokardia Lilikakis'.

Leokardia Lilikakis | Assistant Principal

Senior School Programs

Drouin Secondary College offers the Victorian Certificate of Education (VCE), the VCE Vocational Major and Vocational Pathways Certificate and a wide range of VET offerings.

We are focussed on ensuring we offer a broad range of subjects that reflect student demand and are committed to ensuring that students can access pathways that they enjoy and have a strong affinity for.

Across Years 7-12 students are supported to understand career pathways and this comes into sharp focus in Years 9-12 as we work with students and families to help them understand the extensive information and to discuss options with our expert staff. This ensures that students are fully supported to make the right subject and pathway selections. In Senior School, students choose between a range of different programs to suit their strengths and ambitions.

Year 11: The focus is on equipping students with the necessary academic skills for their final year of secondary education. Students refine their abilities in various subject areas while maintaining high academic standards aligned with the study design criteria. Additionally, students are expected to take responsibility for their own learning and work independently while selecting subjects aligned with their interests and abilities.

Year 12: The most crucial academic year, and students must approach their studies with full commitment, including preparing for all assessments, including the end-of-year examinations. Students are expected to take on a leadership role, even if they do not hold a formal leadership position. As role models for junior students, participation in all aspects of college life is expected.

VCE Studies are offered on the condition that each subject has enough student numbers for a class to be offered. If there is insufficient student demand, studies will be withdrawn. Students should consult the VCAA advice when selecting courses and may enter studies at the level of Unit 1, 2 or 3. It is advisable that students complete Units 1 and 2 before attempting Unit 3 in some studies, or have equivalent experience, or/and be willing to complete preparatory tasks.

Units 3 and 4 must be taken as a sequence, and students must undertake Unit 3 before commencing Unit 4 of a study. The Officer Secondary College may recommend that Units 1 and 2 be completed before commencing Units 3 and 4 in some instances, and students and parents can discuss these recommendations during course counselling opportunities.

Choosing a Later Years Pathway

What is a Later Years Pathway?

A Later Years Pathway is a term used to describe your choice in Education, Training and Employment. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. At Drouin, students will typically study English, and then four other subjects per year. This can be a range of VCE Subjects, VET subjects, or other options.

Victorian Certificate of Education (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. Within the program, students will undertake Literacy, Numeracy, PD, WRS on-site. They also choose to study a VET course of their choice and take place in Structured Workplace Learning.

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCE VM programs. Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.

VCE OR VCE VM

Your pathway should reflect your interests and goals, and whether these include further study/training or employment. For example, if you hope to study at a university or a TAFE institution after leaving school, you must check carefully that you are doing studies (subjects) that are required by the institution you wish to enter (these are known as prerequisites).

Universities and TAFE have published information about the studies they wish you to include in your program, if you wish to be considered for selection when you leave school. These requirements are called the Tertiary Entrance Requirements and are published every year. These are referred to as Essential requirements for selection and application.

When organising your pathway, you should consider your career options and ensure that your course selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

The general VCE is a two-year program where students undertake VCE subjects that have formal scored assessment including external examinations for Unit 3 & 4 studies. Students can undertake VET studies as part of the VCE (general certificate). Students who undertake the general VCE will receive an ATAR upon achieving their certificate.

The VCE - Vocational Major is a two-year applied learning program within the VCE. Students who undertake this major will develop academic and work-related skills, knowledge and confidence. It will prepare students for work and further education and training. Students who undertake the VCE Vocational Major will not receive an ATAR upon achieving their certificate.

The College will support you in many ways to make an informed and suitable choice of VCE Program and to construct an individual pathway that meets your needs.

This support will include: Careers, Pathway planning and pre-requisite advice from the college's Careers and Pathways Team. General advice about courses of study and organisation from the Senior School Leadership and Course Counselling Team. Advice about promotion, eligibility and the course selection process from the Senior School.

VCE Program

What is the Victorian Certificate of Education?

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions.

To be awarded a VCE and receive an ATAR, students must meet the following requirements:

- Satisfactorily complete at least 16 units of study (this means achieving an 'S' result for all of the outcomes assessed in the unit. A unit of study is one semester in duration).
- Satisfactorily complete three units from the English group, including a Unit 3 & 4 sequence. English units may be selected from English Units 1-4, Units 1-4 and Literature Units 1-4.
- Satisfactorily complete a minimum of four Unit 3 & 4 sequences, one of which must be an English sequence

WHAT IS AN ATAR?

ATAR stands for Australian Tertiary Admission Rank. Students who complete VCE and satisfy the requirements receive an ATAR score which can be used for entry into a range of tertiary courses.

HOW IS THE ATAR CALCULATED?

It is calculated using:

- The scaled score in English, English Literature
- The next best three scaled scores
- 10% of any 5th and/or 6th scaled scores

WHICH STUDIES ARE USED TO GET AN ATAR?

- All VCE Units 3 / 4 studies, however, no more than two Languages at Unit 3 and 4 level.
- No more than two VCE Mathematics studies at Unit 3 and 4 level may count in the primary four. Any other Mathematics or Languages are counted as a 5th or 6th subject.
- Approved tertiary study

Who should study a VCE Program?

- Students who do require an ATAR at the end of their VCE.
- Students who are realistically seeking a university pathway should do their VCE.
- Students who prefer to work independently.
- Students who are committed to doing the required hours of regular homework and study (revision).
- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects.
- Students who are prepared to challenge themselves and can comprehend abstract concepts.
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams.
- Students with excellent organisation and time management skills.
- Students who are prepared inside and outside of class to work intensively with their teachers.

VCE – Vocational Major

What is the Victorian Certificate of Education Vocational Major (VCE VM)?

The VCE Vocational Major is a recently introduced program for vocational and applied learning that forms a part of the VCE curriculum. This program comprises of four new subjects that form the core of the curriculum. The approach adopted by the program is known as "Applied Learning" which involves students in practical and relevant learning experiences. This approach enables students to apply theoretical concepts in real-world situations related to their future goals, in a safe and respectful environment that they can control. By taking action, reflecting on their experiences, and planning for future improvement, students expand their knowledge.

The VCE Vocational Major has replaced the Intermediate and Senior VCAL and is a two-year program that spans across Year 11 and 12. Students can only select the VCE VM studies if they enrol in the full program. The program aims to prepare students for apprenticeships, traineeships, further education, university through alternative entry programs, or entry directly into the workforce. The school-level assessments for the four main studies are carried out through authentic activities, and there are no external examinations. Therefore, students do not receive a study score or become eligible to receive an ATAR. Upon successfully completing the VCE VM requirements, students receive a Victorian Certificate of Education with the words Vocational Major mentioned to acknowledge their achievements. Students completing the Vocational Major program will receive the same Year 12 certificate as a VCE student.

HOW IS THE VCE VM STRUCTURED?

The VCE Vocational Major program comprises of subjects tailored to equip students for vocational paths. These subjects include VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills, in addition to 180 hours of VET at Certificate II level or higher. Each subject comprises of four units, and each unit has a set of outcomes that are assessed through various learning activities and tasks.

WHAT DO I HAVE TO DO TO GET MY VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 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 hours)
- Most students will undertake between 16-20 units over the two years
- All students will participate and complete structured workplace learning.

SATISFACTORY COMPLETION OF A PROGRAM

To receive a satisfactory VCE VM Unit result, certain requirements must be met.

- If a student receives an N for an area of study or unit, it means one or more of the requirements listed were not achieved.
- These requirements include demonstrating achievement of the outcomes, meeting school deadlines for assessment tasks, and having authenticated work.

Who should study a VCE VM program?

- Students who do not require an ATAR at the end of their VCE.
- Students with sound organisation and time management skills.
- Students who learn through experience, group work and the application of interpersonal and organisational skills to real world learning opportunities.
- Students seeking to develop their employability skills.
- Students who are prepared to work effectively with their teachers both in and outside of the classroom.
- Students who will achieve success in practical work-related experience and a qualification that will be recognised by vocational education providers and employers.

VCE – Vocational Major

LITERACY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1: Literacy for personal use; Understanding and creating digital texts.

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts.

Unit 2: Understanding issues and voices; Responding to opinions.

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1.

Unit 3: Accessing, understanding, creating and responding to texts.

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature.

Unit 4: Understanding and engaging with literacy; Speaking to advise or to advocate.

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting.

NUMERACY

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

VCE Vocational Major Numeracy is designed around four complementary and essential components:

Unit 1: Number, Shape, Quantity and Measures,

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

Unit 2: Dimension and Direction, Data, Uncertainty,

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

Unit 3: Number, Shape, Quantity and Measures,

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

Unit 4: Dimension and Direction, Data, Uncertainty,

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

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

PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences.

Unit 1: Healthy individuals. This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Unit 2: Connecting with community. This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.

Unit 3: Leadership and teamwork. This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity.

Unit 4: Community project This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional). Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

WORK RELATED SKILLS

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

Unit 1: Careers and learning for the future. This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Unit 2: Workplace skills and capabilities. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3: Industrial relations, workplace environment and practice. This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, discrimination, harassment and dispute resolution.

Unit 4: Portfolio preparation and presentation. Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

What is the Victorian Pathway Certificate (VPC)?

- The VPC is an accredited foundation secondary qualification that HAS replace Foundation VCAL. The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate which caters for all students. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities students need to succeed.
- The VPC is normally completed in year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.
- Your school may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible. You should discuss the VPC's suitability for you with your school and your family.

HOW IS THE VPC STRUCTURED?

The VPC will include:

- VPC Literacy (or VCE English options like VCE VM Literacy)
- VPC Numeracy (or VCE Mathematics options like VCE VM Numeracy)
- VPC Work Related Skills
- VPC Personal Development Skills
- Spending some time in a workplace as part of your learning. This is known as Structured Workplace Learning.
- You can also add more VCE or VCE VM options, or choose to include vocational education and training (VET) in the VPC

Vocational Education and Training (VET)

VET Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry-oriented training in preparation for further learning or entry into the workforce. Most certificate programs run over two years and are made up of several Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the Baw Baw LaTrobe VET Cluster.

CONTRIBUTION TO THE VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1 - 4 structure.
- Up to 13 Units VCE/VET Units can contribute to a student's VCE. This includes two Units 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived by calculating 10% of the lowest study score of the primary 4 subjects. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

SELECTING A VET STUDY

VET units contribute to the satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count towards the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your Statement of Results. If you are thinking about taking any combinations of VET and VCE studies, talk to the Careers and Pathways Team about the credit arrangements. Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary institutions. **Students cannot enter a VET course at the Units 3 & 4 level.**

ASSESSMENT IN VET

Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE/VET Units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE/VET programs consist of four VCE/VET Units containing one Units 3 & 4 sequence.’ – VCE and VCAL Administrative Handbook (VCAA)

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory result. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task.

USI: UNIQUE STUDENT IDENTIFIER

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to: <https://www.usi.gov.au/students/create-your-usi>

Students will create an account, and this will generate a 10-digit code. STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR AND THEIR VET TEACHER.

The online application requires one identity document and takes only 5-10 minutes if you have the identity proof at hand.

A USI is then allocated on the spot-on screen and is also emailed to the student instantly. Students are strongly advised to record this code.

VCE Subjects

The following subjects are those offered on-site at Drouin Secondary College.

VCE English

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Unit 1:

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

Unit 2:

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

Unit 3:

In Unit 3 students undertake a Reading and responding to texts unit in which they analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students also study a Creating texts unit in which they are required to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context

Unit 4:

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year. Students must explore and analyse the structures and features of argument presented in audio and/or audio-visual texts, and consider the unique structures and features that enhance argument in these contexts.

VCE Literature

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

Unit 1:

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

Unit 2:

Voices of Country: In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples. **The Text in its Context:** In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3:

Adaptations and Transformations: students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

Unit 4: In this unit students develop critical and analytical responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. Students write analytical responses, give spoken presentations and read a range of texts.

VCE Business Management

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

Unit 1: Planning a business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

Unit 4: Transforming a business

Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management and use contemporary business case studies.

VCE Geography

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

Unit 1:

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro- meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards. Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

Unit 2:

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialise in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism. Students will develop a case study of a tourism site and a report about the impact of tourism.

Unit 3:

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

Unit 4:

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study

population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

VCE History (Modern)

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate.

Unit 1: Twentieth Century History 1918-1939

Students explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires competed for influence across the globe, influencing radical change. World War One represents a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments around the world. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War 1 was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and

social changes.

Unit 2: Twentieth Century History 1945-2000

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement in the United States of America. The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. Events such as the September 11 World Trade Centre attacks led to US involvement in Iraq and Afghanistan; events that shaped the early decade of the 21st century. The Global Financial crisis also led to social, political and economic change and challenges.

VCE History Revolutions

In revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which bring about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. Students construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change

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

Unit 3: The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III)

Students study the challenges the new regime faced in attempting to consolidate its power, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, counter-revolution, Federalist Revolts, changes to laws and taxes, the introduction of popular sovereignty and representative governments. Students study the role of significant individuals that influenced and changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette. Students will examine the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers, women, peasants and the nobility.

Unit 4 Topics: The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

Students study the events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917. Students analyse the ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism. Students investigate the role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky. Students study the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties: Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets.

VCE Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

Unit 1: Youth and Family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset.

Unit 2: Social norms: breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity.

Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Students investigate the role of social movements.

VCE Legal Studies

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Unit 1: The presumption of innocence

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

Unit 2: Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform

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

VCE French

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

Unit 1:

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3:

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities.

Unit 4:

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations.

VCE Japanese

The VCE Japanese course is designed to enable students to examine the nature of language and the role of culture in language, communication and identity. The study is designed to enable students to communicate with others in Japanese in a variety of contexts, understand the relationship between language and culture, compare cultures and languages and enhance intercultural awareness, understand and appreciate the cultural contexts in which language is spoken, learn about language as a system and themselves as language learners and make connections between different languages.

Unit 1:

In this unit, students develop an understanding of language and culture through the topics of Leisure, Family and School. Students access and share useful information on the topics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. They focus on analysing cultural products or practices through a variety of visual, spoken and written texts and apply acquired knowledge of Japanese language and culture to new contexts.

Unit 2:

In this unit, students develop an understanding of aspects of language and culture through the study of the topics of Lifestyle, Travel and Technology. Students analyse visual, spoken and written text about the topic in Japanese, consolidate and extend vocabulary, grammar knowledge and language skills. Students examine how cultural products and practices can be used to demonstrate how culture and perspectives may vary between communities.

Unit 3:

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of the topics of Traditions, Japanese Culture in the World and Living in Japan. Students interpret information, inform others and reflect upon and develop persuasive arguments.

Unit 4:

In this unit, students investigate aspects of culture through the study of the topics of Environment and the Future. Students build on their knowledge of Japanese speaking communities, considering cultural perspectives and language and explaining personal observations. Students reflect on the ways culture, time and place influence values, attitudes and behaviours.

VCE Foundation

Mathematics

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 1:

Students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Unit 2:

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

Units 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

VCE General Mathematics

General Mathematics units 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 1:

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Unit 2:

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Units 3 and 4: General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics. Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Recommended Skills

Students should be comfortable with the topics of Statistics, Financial Maths and Linear Equations.

Future Pathways

Accounting, Architecture, Commerce, Economics, Nursing, Science, Agricultural Science, business, Business Management, Aviation, Construction Management, Information Technology, Building Trades, Building Design, etc

VCE Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Unit 1:

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

Unit 2: The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

Units 3 and 4:

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Recommended Skills:

Students choosing Mathematical Methods should have facility with relevant mental and by-hand approaches to estimation and computation. Students must be strong at Algebra.

Future Pathways

Mathematics Methods CAS is a pre-requisite for all University Engineering Courses, some Science and Commerce/Business courses.

Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Commerce, Aviation, Nanotechnology, Radiography, Pharmacy, Science.

VCE Specialist Mathematics

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

Unit 1:

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Unit 2: At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Units 3 and 4:

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Recommended Skills:

Students should have facility with relevant mental and by-hand approaches to estimation and computation. They must be strong at Algebra.

Specialist Maths can only be chosen with Mathematical Methods.

Future pathways

Specialist Mathematics can be used in place of Chemistry in some University course prerequisites.

Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Aviation, Nanotechnology, Radiography, Pharmacy, Science.

VCE Agricultural and Horticultural Studies

VCE Agricultural and Horticultural Studies takes an interdisciplinary approach to the exploration of food and fibre production, with an overarching focus on land cultivation and the raising of plants and animals through evidence based, sustainable and ethical practices. Practical tasks are integral to Agricultural and Horticultural Studies and may include: plant and/or animal management; experiential field trips; scientific trials, experiments and data analysis; business or entrepreneurial practices.

Unit 1: Change and opportunity

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. Students explore contemporary career pathways and professional roles. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data.

Unit 2: Growing plants and animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. Students explore animal nutrition and digestion, and growth and development. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

Unit 3: Securing the future

In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances.

Unit 4: Sustainable food and fibre production

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the

effects of climate change on food and fibre production. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques.

VCE Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. Students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Unit 1: How do organisms regulate their function?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells.

Unit 2: How does inheritance impact diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including reproductive cloning technologies.

Unit 3: How do cells maintain life?

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

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

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and

the interactions between its components to provide immunity to a specific pathogen. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time.

VCE Chemistry

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

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

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

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

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

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse

organic compounds in order to identify them and to ensure product purity.

Future Pathways:

VCE Chemistry leads to further study or careers in Agriculture, Biochemistry, Dietetics, Engineering, Environmental studies, Forensic science, Forestry, Horticulture, Law, Medicine, Pharmacy, Sports Science, Biotechnology and Nanotechnology.

VCE Physics

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. Students undertake practical activities and apply physics principles to explain and quantify phenomena.

Unit 1: How is energy useful to society?

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

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

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

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field.

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how

physicists understand and investigate the Universe. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.

Future pathways:

VCE Physics leads to range of study options and disciplines such as astrophysics, medical diagnosis and treatment, nuclear science, radiography and engineering.

VCE Psychology

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

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

Unit 3: How does experience affect behaviour and mental processes? In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and

to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

VCE Food Studies

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

Unit 1: Food origins

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

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study

2 looks at food production in domestic and small scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

VCE Applied Computing

VCE Applied Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Applied Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management. Unit 1 In this unit students are introduced to the stages of the problem-solving methodology.

Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to

develop working software solutions. Unit 2 In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Unit 1: In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

VCE Data Analytics

VCE Data Analytics is designed for students wishing to use software rather than creating it. In this course students are required to formulate a study question which they will investigate throughout the year. They will then have to publish their findings online. The course also delves into data management and for which students will learn to use database and spreadsheet packages. Students will also learn how to display and visualise data.

Unit 3: In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the school-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

VCE Product Design and Technology

VCE Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

Unit 1:

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process and looks at examples of design practice used by a designer.

Unit 2: In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Students work together as a team to design and develop a product range. Team members contribute their expertise, share research findings and develop viable solutions.

Unit 3: In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Students will complete a detailed design folio for an end user produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

Unit 4: Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product. Students examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

VCE Art Creative Practice

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society. In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis

and interpretation of art works. This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Unit 1: In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

Unit 2: Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Unit 3: In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

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

VCE Art Making and Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks

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

Unit 1: Explore, expand and investigate

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

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 3: Collect, extend and connect

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

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending

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

VCE Drama

The study of Drama focuses on the creation and performance of characters and stories that communicate meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles and apply and manipulate conventions, dramatic elements, and production areas. They use performance skills and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners. Students must attend excursions to see selected professional plays as an essential part of this subject, most likely outside of class time.

Unit 1: Introducing performance styles

In this unit, students' study three or more performance styles from a range of social, historical and cultural contexts. Students create, present, and analyse a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves the viewing and analysis of work by professional drama performers.

Unit 2: Australian identity

Students will study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised performance. Students will use historical and contemporary Australian contexts as stimulus materials for their work, including people, texts, artworks, places, events, issues, and icons. Students will further develop their use of dramatic elements, production areas and theatrical conventions such as transformation of character, time and place, and the application of symbol.

Unit 3: Devised ensemble performance

Students will work collaboratively to develop a devised

ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material and embed conventions from various and specific performance styles into their works and shape their work to have a specific impact on their audience. Students analyse their devised ensemble performance as well as a professional performance from the prescribed VCE playlist.

Unit 4: Non-naturalistic solo performance

Students develop a short solo performance in response to given stimulus, applying symbol, transformation and play-making processes. This is built upon when students develop a second solo for their end of year performance examination. Working with complex stimulus materials set by VCAA, students develop a longer solo performance in response to one of ten prescribed structures to devise plot and realise character, using all of the dramatic elements, theatrical conventions, performance and expressive skills. Students will also analyse their work.

VCE Media

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Using Media texts, technologies and processes students will consider various perspectives in the media process including structure and features, industry production and distribution, audience reception and the impact media has in society.

Unit 1: Media forms, representations and Australian stories

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

Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to

the media and are found in all media forms. Media industries are built upon the creation and distribution of narratives constructed using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume, and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption, and reception within the selected media form. They experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

VCE Music

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their

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

Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas.

Units 3 & 4: VCE Music

contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance. Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music

Unit 3: In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task.

Unit 4: Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works.

VCE Theatre Studies

Theatre is different to Drama. A Theatre performance is what we are more used to seeing on film and TV. It follows narratives and uses different conventions to tell the story. In VCE Theatre Studies students explore theatre making. Students look at the 3 stages of production and experience theatre making from both the actor and the designers perspectives. Students choose two different stagecraft (such as acting, set design, costume design, lighting design, sound design, and more) to produce for a performance.

YOU DO NOT HAVE TO ACT TO DO THIS COURSE although participating in acting exercises during classtime is preferrable for extending your design skills. The maturity

level of topics studied will be appropriate for students aged 16 and above.

Unit 1: This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1880s. Students study the production process and related stagecraft such as set design, sound, lighting, costume and makeup.

Unit 2: This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

Unit 3: This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, and production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

Unit 4: In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stage craft.

VCE Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas, and concepts, both visible and tangible. Students practise their ability to draw what they

observe, and they use visualisation drawing methods to explore their own ideas and concepts developing an understanding of the importance of presentation drawings.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications. Students create presentation drawings, develop skills in technical drawing, typography and imagery manipulation. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

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

Unit 4: Visual communication design development, evaluation and presentation

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

VCE Health and Human Development

Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of various factors, many of which can be modified by health care and other interventions. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the

work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian Government's overseas aid program.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings to different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs, and practices, and look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health

Students begin to explore health and wellbeing as a global concept. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. They look at health promotion in population health over time, looking at various public health approaches for health improvement and evaluate successful programs.

Unit 4: Health and human development in a global context

Students use data to investigate health status and burden of diseases in different countries, exploring factors that contribute to health inequalities. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and investigate different worldwide

trends that impact on health. They look at global action to improve health and wellbeing, focusing on the United Nations Sustainable Development Goals and the work of the World Health Organisation. They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context.

VCE Outdoor Education and Environmental Studies

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical

Unit 1: This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments. Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

Unit 2: This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply. Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

Unit 3: The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in

Australia since human habitation. Students will complete a reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

Unit 4: This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

VCE Physical Education

VCE Physical Education explores the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand the role in producing movement, and examine behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity. There is an emphasis on the inclusion of practical learning opportunities across all 4 units of study.

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity from a participatory perspective. Students are introduced to types of physical activity and sedentary behaviour, looking at the role they have on health and wellbeing. Students experience different forms of physical activity through participation in sport, recreation and exercise practical activities. Students investigate how participation in physical activity varies across the lifespan, and explore a range of factors that influence participation

rates. They collect data to determine perceived enablers of and barriers to physical activity. Students investigate consequences of physical inactivity and sedentary behaviour, and look at the role physical activity promotion initiatives play in improving health outcomes.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve movement in physical activity. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity. Students investigate the interplay of the three energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual, or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociocultural requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.



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