



Northside
Christian College

A man in a dark suit, orange sweater, and bow tie is walking and smiling with two students. The male student is wearing a dark blazer with a red 'NCC' logo and grey shorts. The female student is wearing a dark blazer with a red 'NCC' logo and a grey and white plaid skirt. They are walking on a paved path under a large tree with green and yellowing leaves. A modern building with large windows is in the background.

2024 VCE Subject Selection Handbook

Document Development and Management

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Disclaimer

The information and advice in this Handbook has been prepared in good faith and information is correct at the time of printing. It is emphasised, however, that decisions related to career choice and the selection of subjects should be informed by consultation with parents, the Careers and Pathways Coordinator, VCE Learning Coordinator, Mentors and subject teachers. Students should always verify their understanding of the requirements of the VCAA and of tertiary entrance requirements with the appropriate tertiary institution. Final responsibility rests with students and parents as to the suitability of subject choices.

VCE and Vocational Major Subject Options for 2024

Subject	Page Number
Art Making and Exhibiting – Units 1 and 2	22
Art Making and Exhibiting – Units 3 & 4	24
Biology – Units 1 & 2	26
Biology – Units 3 & 4	28
Business Management – Units 1 & 2	30
Business Management – Units 3 & 4	32
Chemistry – Units 1 & 2	34
Chemistry – Units 3 & 4	36
English / EAL – Units 1 & 2	38
English / EAL – Units 3 & 4	40
Food Studies – Units 1 & 2	42
Food Studies – Units 3 & 4	44
Health and Human Development – Units 1 & 2	46
Health and Human Development – Units 3 & 4	48
Legal Studies – Units 1 & 2	50
Legal Studies – Units 3 & 4	52
Literature – Units 1 & 2	54
Mathematics: Foundation Mathematics – Unit 1 & 2	57
Mathematics: Foundation Mathematics – Unit 3 & 4	59
Mathematics: General Mathematics – Unit 1 & 2	61
Mathematics: General Mathematics – Unit 3 & 4	65
Mathematics: Mathematical Methods – Units 1 & 2	64
Mathematics: Mathematical Methods – Units 3 & 4	68
Media – Units 1 & 2	72
Media – Units 3 & 4	74
Physics – Units 1 & 2	76
Physics – Units 3 & 4	79
Psychology – Units 1 & 2	80
Psychology – Units 3 & 4	83
Visual Communication Design – Units 1 & 2	85
Visual Communication Design – Units 3 & 4	87
VCE Vocational Major Program	89
VCE VM Literacy	92
VCE VM Numeracy/Personal Development	96
VCE VM Work Related Skills	102
VCE VET Program	106
Virtual School of Victoria (VSV) – Distance Education	108
Victorian School of Languages (VSL)	109
Sample Subject Preference Forms	110

Mission Statement

Transforming lives through Christ and the wonder of learning.

Vision Statement

To be an inspirational Christian learning community.

Core Values

“Three things will last forever—faith, hope, and love—and the greatest of these is love.”
1 Corinthians 13:13



In establishing the College's core values, God directed us to 1 Corinthians 13:13 "Three things will last forever— faith, hope, and love— and the greatest of these is love." We adopted the "pebble in a pond" analogy with Love, Faith and Hope pulsing from the centre into the Northside Christian College community which, in turn, reflects God's Grace and is focused on Service to His kingdom; those within community are called to embrace the character qualities of Perseverance, Integrity and Humility.

Each ripple flows into the next. Everything is influenced by the core values; they shape and are seen in everything that we do. We hope that the College is known by the expression of Faith, Hope and Love as demonstrated by a sense of Community, Service and Grace. When our students leave the College, we want them to be young people hallmarked by Humility, Integrity and Perseverance.

Our Philosophy

Northside Christian College provides students with Primary and Secondary educational opportunities based on Christian values, designed to develop students' knowledge, skills, understanding and character.

We believe every student is made uniquely in the image of God. Therefore, the individual needs of each student are our greatest concern. Within a Christian context at Northside Christian College, we aim to nurture the growth and development of the whole person – intellectually, physically, emotionally, spiritually and socially. We believe that this growth should be firmly based on the student's growing personal relationship with God and other people.

The development of students at Northside Christian College takes place in the community. Our College is built on shared foundations of Biblical faith, values and beliefs and a commitment to mutual care and respect. We see our role as forming partnerships with parents and carers to educate their children.

We believe that in order to develop students to their full potential the College must ensure that all aspects of the child's health and wellbeing are supported. We believe students should be nurtured in a supportive environment that has clear boundaries within mutual respect and a healthy working relationship between parents and carers, teachers and students. Respect involves treating other people as you would like to be treated yourself. The College implements a discipline program which aims for the restoration of relationships. We are committed to embedding a culture of child safety. We have a zero tolerance of child abuse in our school.

Northside Christian College aims to offer an education that encourages both academic learning and the development of Godly values and wisdom. These values help to form the foundations for life and are vitally important to the development of each student. The presentation of these values in the curriculum and their demonstration in the lives of our staff serve to reinforce what is taught at home and in the family church.

We encourage students to be active participants in their educational journey. The College is committed to supporting each student in a collaborative and differentiated approach in order to meet their learning needs.

Objectives

Northside Christian College aims to:

- Provide an education of a high academic standard that is based on an acceptance of the Lordship of Christ, and an acceptance of the Bible as the revealed and inspired word of God;
- Cater for the individuality of the learner and their gifting in God and stress the function of the learner as a member of the Body of Christ and the College community;
- Train the learner in the moral and ethical standards of the Bible and assist them to acquire a Biblical world and life view and an appreciation of the rights of others to hold differing views;
- Develop the learner's creative capacity, critical thinking ability, leadership skills and ability to work interdependently with others to solve problems and serve the community;
- Foster self-discipline in the learner through goal setting, responsibility and self-motivation;
- Stress cooperation rather than competition and foster the development of the gifts, skills and abilities of the learner for the service of Jesus Christ in the Body of Christ and the community;
- Develop enhanced partnerships between parents, students, staff and the community with the intention to strengthen the teaching and learning process;
- Provide a safe and loving environment through a sense of belonging to the family of God;
- Develop a culture of continuous improvement, professional development and pastoral support among staff and the College community;
- Ensure effective stewardship of the assets and resources God has entrusted to the College;
- Effectively communicate with parents and the wider community.

Introduction

The purpose of this Subject Selection Handbook is to provide a resource for students and parents / guardians to assist them with the selection of subjects for Years 11 and 12 and likewise to assist Year 10 students and parents / guardians with subject selection around acceleration into the VCE. At Northside Christian College, we believe that the process of subject selection needs to incorporate careful planning, evaluation and reflection, as well as accommodating individual interests and abilities.

Students are encouraged to choose subjects with a clear understanding of the requirements and recommendations for potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

The College remains committed to offering a varied and flexible program for Senior School students each year. We aim to provide a broad range of subjects that will assist students to successfully transition in a wide variety of potential pathways post-Secondary School.

During 2017 and 2019, the College participated in an innovative video conference partnership with other Christian Schools in regional Victoria. This provided the College with greater flexibility to best meet the individual needs of each student undertaking the VCE at our school and with other Christian schools in Victoria. In preparation for 2023, we will once again look for the most appropriate way to deliver VCE studies to all of our VCE students.

Learning is the result of the deliberate actions and effort on the part of the student, and the staff at Northside Christian College aim to provide the environment to maximise the learning that happens. Our students are encouraged to develop high expectations for their learning and to develop a dedicated work ethic throughout their VCE studies. We encourage students to look upon this final stage of Secondary education at Northside Christian College with an attitude of shared commitment and community, so that they may be able to create fond memories and a sense of accomplishment.

Subject teachers, the Careers Coordinator and the Head of Secondary School will work together with you as a team this year in helping you to meet the requirements of the VCE. We wish you every success and God's blessing for the year ahead.

General Information

This document is to assist students in the selection of a VCE program that best suits them and their future pathways. It is designed to accompany the VCE Student Policy Handbook, which contains the rules, regulations and expectations for students regarding the effective operation of the VCE at Northside Christian College.

Please use the information provided in this guide to help you begin the planning of your VCE program. Subject descriptions, along with the nature of the assessments are provided as well as some suggestions for a VCE program for specific career interests.

Accelerated Studies

Year 10 students in 2022 will be provided with the opportunity to study a Unit 1 & 2 VCE subject as an accelerated study. There are a number of benefits of such an opportunity for Year 10 students: it allows a student to complete six subjects at a Unit 3 & 4 sequence, thus providing more flexibility for ATAR calculations (please refer to VCE Student Policy Handbook for more information) and it provides students with access to the requirements of VCE study.

The College places an expectation on the performance of students in accelerated studies, and students need to apply for the opportunity to take part. More information is provided in the VCE Student Policy Handbook.

Subject Requirements

When designing a VCE program, please be aware of the following:

- 3 units from the English group (English and / or Literature) is compulsory (including a sequence of Units 3/4)
- Year 11 students must select six subjects
- Year 12 students must select five subjects
- Tertiary prerequisites are available in the VTAC publications, "Prerequisites for 2023" and "Prerequisites for 2024". They are also available from individual tertiary institutions.

Recommended Prerequisites

Before undertaking a Unit 3 and 4 sequence in a subject it is recommended that a student has previously completed the Units 1 and / or 2 of the same subject. Whilst the content may or may not be preparatory to the Unit 3 and 4 study, in most cases students will be introduced to specific skills and styles that will better assist them in the study. Students who wish to undertake a Unit 3 and 4 study without having completed Units 1 and / or 2 will need to discuss the matter with the Head of Secondary School. Additional preparatory work may be required for students wishing to undertake a Unit 3/4 sequence without undertaking the appropriate Unit 1/2. This will be done in consultation with the appropriate subject teacher. Please remember that any desired changes in a student's VCE program after the timetable is produced will be subject to constraints. Students are reminded to make their subject selections carefully, after considering all relevant information.

Auditing a Class

Northside Christian College is aware of the practice of students auditing a VCE course. Auditing a course means that you attend classes but you are not required to submit any coursework or complete SACs or examinations. Therefore, you will not receive any credit for the course. Because the courses offered by Northside Christian College are primarily intended for students registering for academic credit towards the completion of their VCE, the College is not offering

this option in 2023. This provides the teaching staff with a greater opportunity to support students who are intending to complete the course during the assigned semester.

Tertiary Entrance Information

If you are considering going to a tertiary institution, you must make sure that you meet the entry requirements for that specific institution. However, merely passing subjects and meeting the entry requirements does not guarantee you a place. Responsibility for determining entry requirements rests with you and your parents.

In addition to the general admission requirements, many courses also have prerequisites – subjects that need to be completed in Year 11 or 12 before certain courses or subjects can be attempted at university. Make sure you check the specific institution's website so that you clearly know which subjects are required for your intended pathway.

VCE Student Policy Handbook

The VCE Student Policy Handbook provides helpful advice for Northside Christian College Victorian Certificate of Education (VCE) students and parents. It will provide you with invaluable information as you proceed through the VCE. This handbook provides policies related to the VCE; make sure you read them carefully. Keep this document on hand and in a safe place as you will need to refer to it throughout the year. Parents and students are required to read this document and complete the Parent and Student Declaration Form at the commencement of each academic year. These policies outline the requirements that students must adhere to in order for the VCE to be awarded. Further clarification and explanation is available on the Victorian Curriculum and Assessment Authority (VCAA) website or by appointment with the VCE Learning Coordinator / Head of Secondary School.

Useful College Policies

Each Northside Christian College policy communicates and supports our College values, philosophy, strategic goals and ongoing commitment to growth, further development, legislative compliance and the strengthening of our governance and leadership. Policies are developed by our Executive Team in collaboration with the College's Committee of Management and reviewed on a regular basis.

Below are a number of key policy documents that relate to the Senior School at Northside Christian College.

- Academic Integrity and Plagiarism Policy (Policy No. 5)
- Attendance and Roll Marking Policy (Policy No. 33)
- Behaviour Management Policy (Policy No. 36)
- College Examination and VCE School Based Assessments Procedures (Policy No. 6)
- Data Breach Policy (Policy No. 52)
- Distance Education Policy (Policy No. 8)
- Electronic Devices Policy (Policy No. 37)
- Examinations and VCE School Based Assessment Procedures (Policy No. 6)
- Gifted and Talented Education Policy (Policy No. 30)

- Grievance and Complaints Management Policy (Policy No. 14)
- Homework Policy (Policy No. 46)
- ICT and Internet Acceptable Use Policy (Policy No. 24)
- Inclusive Education Policy (Policy No. 27)
- Privacy Policy (Policy No. 16)
- Student Drivers Policy (Policy No. 34)
- Student Promotions Policy (Policy No. 25)
- VCAL Policy Handbook (Policy No. 59)
- VCE Student Policy Handbook (Policy No. 4)

The Subject Selection Process

The subject selection process undertaken by Northside Christian College begins in Term 3 and is undertaken with the needs of students as the central focus. The process outlined below pertains to the subject selection process that takes place at Year 10, in preparation for Unit 1 & 2 studies in 2023.

Step 1. Senior School Information Evening

In Term 3, students and parents will be invited to attend the Senior School Information Evening which will provide all the relevant information for the selection of the following year's VCE subjects. Because this stage is the start of the student's selection of their VCE program for the following year, it is important that they understand the features and requirements of Senior School and the VCE and Vocational Major Pathways before making their choices.

Step 2. Subject Preferences

As part of the Senior School Information Evening, Year 10 students will be provided with a Subject Preference Form, which allows them to identify subjects of interest. Students are asked to consider the options carefully and indicate this on the form in order of preference. Year 10 students completing an acceleration subject in 2022 are encouraged to list the relevant Unit 3 & 4 subject in second place, if they wish to continue with the acceleration pathway. Year 9 students who meet acceleration criteria will be provided with an Acceleration Application Form and are asked to identify the subjects they would be interested in during 2023. All students are asked to indicate their career pathway preferences. Students currently in Year 11 will be provided with the Unit 3 & 4 blocking sheet in order to select their subjects. In most cases, students will continue studying the subjects they have undertaken at Units 1 & 2.

Step 3. Subject Blocking

Based on the Subject Preference Forms that are returned by Year 10 students and the Acceleration Application Forms, returned by the Year 9 students, a blocking sheet for Unit 1 & 2 studies will be developed. Consideration will be given to subject preferences, proposed class sizes, the Unit 3 & 4 blocking for the following year and staffing requirements, when developing the proposed blocking. The College will endeavour to offer as many subjects as possible, but all subjects listed on the student preferences sheet cannot be guaranteed until the blocking is completed. Students and parents may be consulted during this stage, if required.

Step 4. Final Subject Selection

The final blocking sheets for Units 1 & 2 will be distributed and students will be required to make a final decision on their subject choices. Parents and students will be required to sign off on the final subject selection form. Please note that the final offering is dependent on minimum numbers, choices, timetable and staffing arrangements. Students are advised to make their subject selection carefully.

Changes in Course Selection

There may come a time when a student wishes to reassess their chosen VCE subjects and the direction they are heading. Students are reminded of the importance of clarifying whether there are prerequisites for their intended career and further study pathway. Universities and TAFE Colleges have published the list of Units 1 & 2 and Units 3 & 4 pre-requisites for all tertiary courses. Students should ensure that these prerequisite studies are included in their program at the appropriate level. For further information please refer to the relevant *Prerequisites 2024* publication provided by VTAC and available in the Senior School Office.

Any course selection changes need to be reviewed in light of a student's chosen career and tertiary study pathways. Students are encouraged to carefully select their subjects initially so as to minimise any potential interruptions due to change. Students should review all relevant information before pursuing a course change. Nevertheless, students should not feel that their VCE choices are set in concrete. It is, however, important to understand that any decisions that require a change in subject choices should not be made lightly or in haste. Any potential changes to study selection must be discussed fully with parents, teachers and the VCE Learning Coordinator. The timing of these decisions is also important. Changes are best made prior to any classes taking place in the subject, ensuring that the student has not missed any subject content.

Changes can only be made subject to the constraints of the timetable and should occur within one week of the beginning of each semester. A 'Change of Unit Request Form' is available at the Senior School Administration Office or in the VCE Student Policy Handbook.

In the case of a carefully made decision to change after classes have commenced, the earlier a change of unit is requested, the better, as it makes it more feasible to catch up on work that has already been missed in the new subject. There are final dates each semester, after which a change is not permitted. Final dates are available on the Change of Unit Request Form. Under most circumstances, students will not be permitted to change a Unit 3 & 4 sequence after one week from the beginning of the year. Please note that Unit 1 and 3 classes commence in Term 4 each year.

A Change of Unit Request Form (Appendix E in the VCE Student Policy Handbook) will need to be completed and signed before a change may occur. This generally involves changing from one study to another, although in extenuating circumstances, such as illness, it may be possible for a student to drop one subject altogether. Again, such changes require consultation between their parents, students and the VCE Learning Coordinator before a decision is made. The decision will be made in accordance with the best possible outcomes for the student.

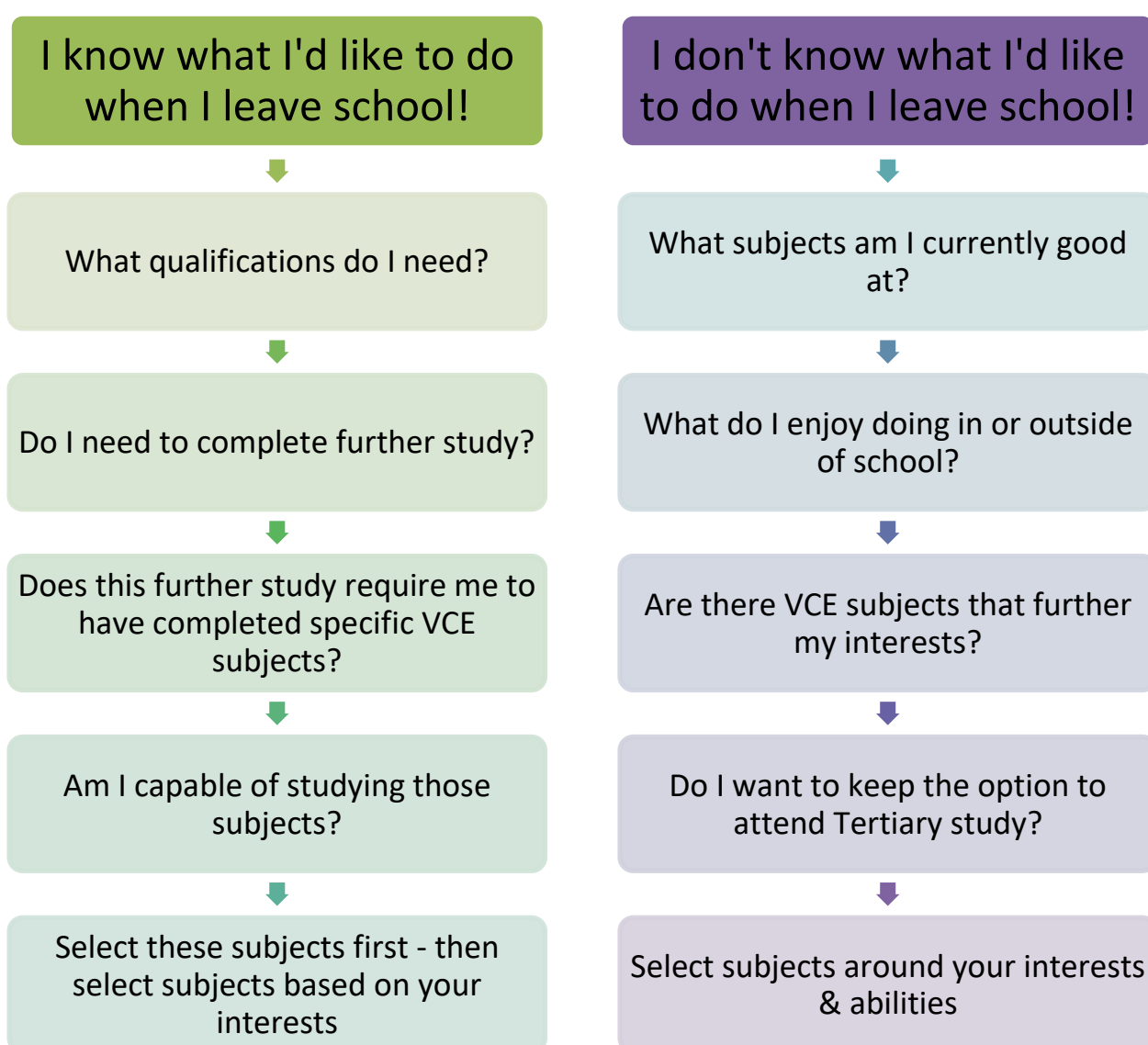
After extensive discussion, if any student wishes to discontinue their enrolment from VCE altogether, they must complete the College's official exit form, authorising the VASS administrator to withdraw the student from the VCE.

Choosing a VCE Program

When choosing the specific studies for a student's VCE, please consider the following points:

- What does the student enjoy?
Students are generally successful in the subjects they enjoy.
- In what subject is the student already achieving high results?
Success is a motivator, and existing success may indicate a strong interest or ability in a subject area.
- What subjects might the student need for future study or work?
Further qualifications may require that students complete specific subjects in Year 11 or Year 12. More information is available from the Director of Senior School if required.

The following may assist you in selecting appropriate VCE studies:



Example VCE Course Selections & Pathways

PATHWAY: ARTS

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10

Normal Year 10 Program	Unit 1 & 2 Business Management Acceleration
------------------------	--

Year 11

Unit 1 & 2 English and / or Literature	Unit 1 & 2 History	Unit 1 & 2 General Mathematics	Unit 1 & 2 Psychology	Unit 1 & 2 Health and Human Development	Unit 3 & 4 Business Management Acceleration
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Year 12

Unit 3 & 4 English and / or Literature	Unit 3 & 4 History	Unit 3 & 4 General Mathematics	Unit 3 & 4 Psychology	Unit 3 & 4 Health and Human Development
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Possible further education/career pathways:

Administration
Marketing
Public Relations
Event Management
Publishing

Policy Development
Education
Anthropology
Sociology
Community Worker

Social Justice
Social Research
Archaeologist
Media Relations
Library and Information
Management

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

PATHWAY: COMMERCE

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10

Normal Year 10 Program	Unit 1 & 2 Business Management Acceleration
------------------------	--

Year 11

Unit 1 & 2 English or Literature	Unit 1 & 2 General Mathematics	Unit 1 & 2 Mathematical Methods	Unit 1 & 2 VCE Elective 1	Unit 1 & 2 VCE Elective 2	Unit 3 & 4 Business Management Acceleration
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Year 12

Unit 3 & 4 English or Literature	Unit 3 & 4 General Mathematics	Unit 3 & 4 Mathematical Methods	Unit 3 & 4 VCE Elective 1	Unit 3 & 4 VCE Elective 2
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Possible further education/career pathways:

Accounting	Business	Commerce
Economics	Insurance	Marketing
Office Management	Property	Sport Management
Travel & Tourism	Environmental Management	Catering and Hotel
Management		Management
Retail Management	Banking & Finance	Criminal Justice
Law		

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

PATHWAY: EDUCATION

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10

Normal Year 10 Program	Unit 1 & 2 VCE Acceleration
------------------------	-----------------------------------

Year 11

Unit 1 & 2 English and / or Literature	Unit 1 & 2 General Mathematics	Unit 1 & 2 VCE Elective 1	Unit 1 & 2 VCE Elective 2	Unit 1 & 2 VCE Elective 3	Unit 3 & 4 Acceleration Subject
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Year 12

Unit 3 & 4 English and / or Literature	Unit 3 & 4 General Mathematics	Unit 3 & 4 VCE Elective 1	Unit 3 & 4 VCE Elective 2	Unit 3 & 4 VCE Elective 3
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Possible further education/career pathways:

Primary Teaching
Industry Training

P – 10 Teaching

Secondary Teaching

Specialising in:

- Arts (Art Making & Exhibiting)
- Science (Biology, Chemistry, Physics and/or Psychology)
- English/Humanities (Business Management, History, Literature, Legal Studies)
- Physical Education (Outdoor and Environmental Studies)

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

PATHWAY: ELECTRONICS / ENGINEERING

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10

Normal Year 10 Program	Unit 1 & 2 Business Management Acceleration
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Year 11

Unit 1 & 2 English or Literature	Unit 1 & 2 General Mathematics	Unit 1 & 2 Mathematical Methods	Unit 1 & 2 Physics	Unit 1 & 2 Chemistry	Unit 3 & 4 Business Management Acceleration
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Year 12

Unit 3 & 4 English or Literature	Unit 3 & 4 General Mathematics	Unit 3 & 4 Mathematical Methods	Unit 3 & 4 Physics	Unit 3 & 4 Chemistry
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Possible further education/career pathways:

Engineering
Electronics
Automotive

Construction
Electrical

Robotics
Mechanics

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

PATHWAY: HEALTH SCIENCE

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10

Normal Year 10 Program	Unit 1 & 2 Health & Human Development Acceleration
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Year 11

Unit 1 & 2 English or Literature	Unit 1 & 2 General Mathematics	Unit 1 & 2 Mathematical Methods	Unit 1 & 2 Biology	Unit 1 & 2 Psychology	Unit 3 & 4 Health & Human Development Acceleration
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Year 12

Unit 3 & 4 English or Literature	Unit 3 & 4 General Mathematics	Unit 3 & 4 Mathematical Methods	Unit 3 & 4 Biology	Unit 3 & 4 Psychology
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Possible further education/career pathways:

Medicine
Veterinary Science
Prosthetics & Orthotics

Biotechnology
Medical Laboratory
Technology

Physiotherapy
Nursing
Occupational
Therapy
Animal Technology

Dentistry
Podiatry
Behavioural
Neuroscience
Myotherapy

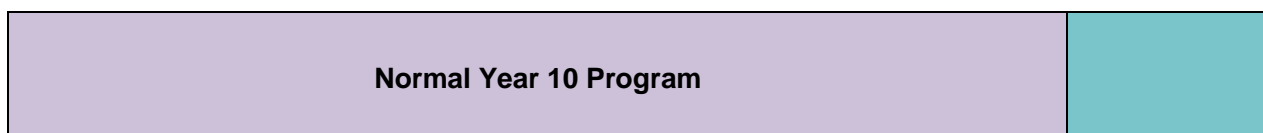
Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

PATHWAY: PLAN YOUR OWN

With Acceleration
6 Unit 3 & 4 Sequences Completed

Year 10



Year 11



**Unit 1 & 2 General Mathematics is strongly recommended.*

Year 12



Possible further education/career pathways:

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

Subject Descriptions

ART MAKING AND EXHIBITING (This subject replaces Studio Arts)

Subject Introduction

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 & 2 Descriptions

Unit 1: Explore, expand and investigate	Unit 2: Understand, develop and resolve
Explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.	<p>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.</p> <p>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.</p> <p>Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.	1. Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. Make and present at least one finished artwork and document their art making in a Visual Arts journal.	2. Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. Research Australian artists and present information about them in a format appropriate for a proposed exhibition.	3. Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment

Students will be assessed based on the Outcome 1 for a visual arts journal, Outcome 2 finished artworks and Outcome 3 for an exhibition.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject prerequisites.

Source: VCAA (2022). Victorian Certificate of Education Art Making and Exhibiting Study Design 2023 – 2027.



Unit 3 & 4 Descriptions

Unit 3: Collec, Extend & connect	Unit 4: Consolidate, present & conserve
<p>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.</p> <p>Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.</p>	<p>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.</p> <p>The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.</p> <p>Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.</p>

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.	SAT	1. Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.	SAT
2. Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.	SAT	2. Plan and display at least one finished artwork in a specific art form, and present a critique.	SAT
3. Research and plan an exhibition of the artworks of three artists.	50	3. Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.	50

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via completion of the School-assessed Coursework and a School-assessed task.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 & 4 School Assessed Coursework	10%
Unit 3 & 4 School Assessed Task	60%
1.5 hour End of Year External Examination	30%

Prerequisites

No specific subject prerequisites.

Sequence Requirements: Units 3 & 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Art Making and Exhibiting Study Design 2023 – 2027.

BIOLOGY

Subject Introduction

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1 & 2 Descriptions

Unit 1: How do organisms regulate their functions?	Unit 2: How is continuity of life maintained?
In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.	<p>In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.</p> <p>Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.	1. Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.	2. Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.	3. Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Assessment

Students will be assessed on whether they have satisfactorily achieved Outcomes 1 and 2 via assessments selected from the following: a case study analysis, a bioinformatics exercise, a data analysis of generated primary and/or collated secondary data, reflective annotations of a logbook of practical activities, media analysis of two or more media sources, a modelling or simulation activity, problem-solving involving biological concepts and/or skills, a response to a bioethical issue, a report of a laboratory or fieldwork activity including the generation of primary data, or a scientific poster.

Unit 1 Outcome 3 will be assessed via a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation. Unit 2 Outcome 3 will be assessed via a response to an investigation into an ethical issue relating to genetics or reproductive science or adaptations beneficial to survival

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject prerequisites.

An understanding and interest of the Natural Sciences would be of advantage. Subject may contain dissection of organs.

Source: VCAA (2015). Victorian Certificate of Education Biology Study Design 2022 – 2026.

Unit 3 & 4 Descriptions

Unit 3: What is the role of nucleic acids and proteins in maintaining life?	Unit 4: How does life change and respond to challenges?
<p>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.</p> <p>Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.</p> <p>A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.</p>	<p>Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.</p> <p>Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record.</p> <p>A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.</p>



Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.	40	1. Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.	40
2. Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.	40	2. Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.	40
		3. Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.	40

Assessment

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
2.5 hour End of Year External Examination	50%

Prerequisites

Biology Unit 1 & 2 are strongly recommended before doing Units 3 & 4.

Sequence Requirements: Units 3 & 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2015). Victorian Certificate of Education Biology Study Design 2022 – 2026.

BUSINESS MANAGEMENT

Subject Introduction

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

VCE Business Management would be of interest to students who intend to pursue further study in business, commerce or marketing. Students that are interested in leadership or management, or, who are interested in owning/operating their own business will also benefit. Training in information regarding employee rights and entitlements will be of benefit to any student who has a future in employment.

Unit 1 & 2 Descriptions

Unit 1: Planning a business	Unit 2: Establishing a business
Businesses of all sizes are major contributors to the economic and social well being of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.	This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.	1. Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. Describe the internal business environment and analyse how factors from within it may affect business planning	2. Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.	3. Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via case, a case study analysis, short-answer and extended-answer structured questions, a business research report, an interview with and a report on a chosen business, a school-based, short-term business activity, a business simulation exercise, an essay, a business survey and analysis and a media analysis.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject prerequisites.

Source: VCAA (2022). Victorian Certificate of Education Business Management Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3: Managing a business	Unit 4: Transforming a business
Students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.	Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.



Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Analyse the key characteristics of businesses and their stakeholders, management styles and skills, and corporate culture.	20	1. Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.	50
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.	40	2. Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.	50
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.	40		

Assessment

Students will be assessed on whether they have satisfactorily achieved all outcomes via case studies, media analyses, tests and structured questions.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
2 hour End of Year Examination (External Assessment)	50%

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Business Management Study Design 2023 – 2027.

CHEMISTRY

Subject Introduction

Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

VCE Chemistry provides for a range of study pathways and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in a range of fields including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 & 2 Descriptions

Unit 1: How can the diversity of materials be explained?	Unit 2: How do chemical reactions shape the natural world?
In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.	<p>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.</p> <p>Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.</p> <p>Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures	1. Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.	2. Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
3. Students should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.	3. Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Assessment

Students will be assessed on whether they have satisfactorily achieved the Outcomes 1 and 2 via any of the following: a report of a laboratory or fieldwork activity, including the generation of primary data, comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities, reflective annotations of one or more practical activities from a logbook, a summary report of selected practical investigations, critique of an experimental design, chemical process or apparatus, analysis and evaluation of generated primary and/or collated secondary data, a modelling or simulation activity, a media analysis/response, problem-solving involving chemical concepts, skills and/or issues, a report of an application of chemical concepts to a real-life context, analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles, sustainable development and/or the transition to a circular economy), an infographic, a scientific poster. Outcome 3 is assessed via a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Access to the subject is based on the recommendation of a member of the Science faculty.

Source: VCAA (2022). Victorian Certificate of Education Chemistry Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3: How can chemical processes be designed to optimise efficiency?	Unit 4: How are organic compounds categorised, analysed and used?
<p>Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.</p> <p>Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p>	<p>Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.</p> <p>Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.</p>



Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.	40	1. Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.	40
2. Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.	40	2. Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.	40
		3. Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.	40

Assessment

Students will be assessed on whether they have satisfactorily achieved all outcomes via a range of tasks, possibly including, a response to a set of structured questions, an extended experimental investigation, written reports of practical investigations, an evaluation of research, and a structured scientific poster, in accordance with VCAA requirements.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
2.5 hour End of Year Examination	50% (External Assessment)

Prerequisites

No specific subject is required. Units 1 and 2 Chemistry are preferred.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2012). Victorian Certificate of Education Chemistry Study Design 2024 – 2027.

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Subject Introduction

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) 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.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to accurately reflect the purpose, audience and context of their responses.

VCE English offers students a range of pathways including linguistics, field research, tutoring, editing, publishing, journalism, proof-reader, teaching, medicine and law.

Unit 1 & 2 Descriptions

Unit 1	Unit 2:
<p>Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.</p> <p>Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.</p> <p>Students read and engage imaginatively and critically with mentor texts that model effective writing.</p>	<p>Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Develop their skills from Unit 1 through an exploration of a different text type from that studied.</p> <p>Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.</p>

Unit 1 & 2 Outcomes - English and EAL English

Unit 1	Unit 2
1. On completion of this outcome the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.	1. On completion of this outcome the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
2. On completion of this outcome should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.	2. On completion of this outcome the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Assessment

Suitable tasks for Unit 1 English may include a personal response to a set text; two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs or a description of writing processes.

Suitable tasks for Unit 2 English may include a combination of an analytical response to a set text; a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features; an analysis of the use of argument and persuasive language and techniques in text(s); or an oral presentation of a point of view text.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

Students are reminded that in order to complete the VCE, they require a minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.

Source: VCAA (2022). Victorian Certificate of Education English Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3	Unit 4
<p>Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students particularly examine the ways in which readers are invited to respond to texts, they then develop and justify their own interpretations.</p> <p>Students will also analyse and compare the use of argument and language in texts to debate a topical issue. Students read and view media texts in a variety of forms to develop their understanding of the way in which language and argument complement one another in positioning a reader. Students present their understanding in both written and oral form</p>	<p>Students study and explore the meaningful connections between two texts. They analyse texts, comparing characters and settings, voice and structure and how ideas, issues and themes are conveyed. They will complete a written analysis comparing the selected texts.</p> <p>Students will continue to build on their understanding of both analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts.</p>

Unit 3 & 4 Outcomes & Weightings (English)

Unit 3	Marks	Unit 4	Marks
1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text	60	1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes	60
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media	40	2. Construct a sustained and reasoned point of view on an issue currently debated in the media	40

Unit 3 & 4 Outcomes & Weightings (EAL)

Unit 3	Marks	Unit 4	Marks
1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text	40	1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes	60
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media	40	2. Construct a sustained and reasoned point of view on an issue currently debated in the media	40
3. Comprehend a spoken text.	20		

Assessment

Students will be assessed on whether they have satisfactorily achieved all outcomes via a variety of written and oral texts.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
3 hour End of Year Examination (External Assessment)	50%

Prerequisites

Students are reminded that in order to complete the VCE, they require a minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2014). Victorian Certificate of Education English Study Design 2017 – 2023.



FOOD STUDIES

Subject Introduction

Food Studies provides students with opportunities to explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

VCE Food Studies complements and supports further training and employment opportunities in the fields of nutrition, dietetics, food technology, food manufacturing, hospitality, food journalism, research and design, food security, food marketing reps, international food consortiums and sustainable agriculture systems.

Unit 1 & 2 Descriptions

Unit 1: Food origins	Unit 2: Food makers
<p>In Area of Study 1 students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia.</p> <p>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 Australian cuisine.</p> <p>Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.</p>	<p>Students investigate food systems in contemporary Australia.</p> <p>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.</p> <p>Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.	1. Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
2. Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.	2. Students should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a range of practical activities with records that reflect on ingredients found in earlier cultures, and any of the following: a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation, oral presentation, practical demonstration, design brief, video or podcast.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education Food Studies Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3: Food in daily life	Unit 4: Food issues, challenges and futures
<p>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 (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.</p>	<p>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.</p> <p>In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.</p> <p>In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.</p>



Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.	50	1. Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.	60
2. Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.	50	2. Critique issues affecting food systems in terms ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.	40

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a range of practical activities with records that reflect on the topic, and any of the following: a short written report, media analysis, research inquiry, structured questions, case study analysis, annotated visual report, oral presentation, practical demonstration, video or podcast.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	30%
1.5 hour End of Year Examination (External Assessment)	40%

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Food Studies Study Design 2023 – 2027.

HEALTH AND HUMAN DEVELOPMENT

Subject Introduction

VCE Health and Human Development (HHD) provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE HHD is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

VCE HHD offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1 & 2 Descriptions

Unit 1: Understanding health and wellbeing	Unit 2: Managing health and development
<p>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 for different people. Students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.</p> <p>In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.</p>	<p>This unit investigates transitions in health and wellbeing, and development, 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, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.</p> <p>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</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth	1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.	2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.	

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: written reports (including media analyses, research inquiries, blogs or case study analyses), oral presentations, visual presentations, structured questions (including data analyses).

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2017). Victorian Certificate of Education Health and Human Development Study Design 2018 – 2024.

Unit 3 & 4 Descriptions

Unit 3: Australia's health in a globalised world	Unit 4: Health and human development in a global context
<p>This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.</p>	<p>This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students 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 and reflect on their capacity to take action.</p>



Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.	50	1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing	50
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.	50	2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs	50

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: written reports (including media analyses, research inquiries, blogs or case study analyses), oral presentations (including debates or podcasts), visual presentations (including graphic organisers, concept maps, annotated posters or digital presentations), structured questions (including data analyses).

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
2 hour End of Year Examination (External Assessment)	50%

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2017). Victorian Certificate of Education Health and Human Development Study Design 2018 – 2024.

LEGAL STUDIES

Subject Introduction

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1 & 2 Legal Studies provides students with an introduction to the worlds of Criminal law and Civil law. Students examine the justice system and consider its fairness, as well as the areas of alternate dispute resolution.

VCE Legal Studies would be of interest to students who intend to pursue further study in business/commerce or justice, including law enforcement, criminal justice, arts, journalism and community and health service and employment opportunities in law, public servant, police officer and politics.

Unit 1 & 2 Descriptions

Unit 1: Guilt and liability	Unit 2: Sanctions, remedies and rights
<p>Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.</p> <p>In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.</p>	<p>Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.</p> <p>Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. Describe the main sources and types of law, and assess the effectiveness of laws.	1. Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.	2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.	3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: structured questions, a folio of exercises, a role-play, a debate, a report, a classroom presentation or a question-and-answer session.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2017). Victorian Certificate of Education Legal Studies Study Design 2018 – 2023.

Unit 3 & 4 Descriptions

Unit 3: Rights and Justice	Unit 4: The People and the Law
In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.	In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. On completion of this outcome the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.		1. On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.	
2. On completion of this outcome the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice		2. On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.	

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: structured questions, a folio of exercises, a case study, an essay, a report in written format, a report in multimedia format.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
2 hour End of Year Examination (External Assessment)	50%

Prerequisites

No specific subject is required.

Source: VCAA (2017). Victorian Certificate of Education Legal Studies Study Design 2018 – 2023.

LITERATURE:

Unit 1 & 2 Introduction

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

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Unit 1 & 2 Descriptions

Unit 1	Unit 2
<p>In Unit 1 students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.</p> <p>Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres</p>	<p>In Unit 2 students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.</p> <p>Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.</p> <p>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. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual</p>

	meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
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Unit 1 & 2 Outcomes

Unit 1	Unit 2
1. On completion of this unit the student should be able to respond to a range of texts through close analysis.	1. On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
2. On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.	2. On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Assessment

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education Literature Study Design 2023 – 2027.

MATHEMATICS:

FOUNDATION MATHEMATICS

Unit 1 & 2 Introduction

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.

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

Unit 1 & 2 Descriptions

Unit 1	Unit 2
<p>In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. 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'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.</p> <p>Area of Study 1: Algebra, number and structure, students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.</p> <p>Area of Study 2: Data analysis, probability and statistics, students study collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation</p> <p>Area of Study 3: Financial and consumer mathematics, the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal,</p>	<p>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'.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.</p> <p>Each of the Areas of Study from Unit 1 are developed in application.</p> <p>A Mathematical Investigation is also included.</p>

<p>local and national financial matters.</p> <p>Area of Study 4: Space and measurement, time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.</p> <p>Mathematical Investigation</p>	
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Unit 1 & 2 Outcomes

Units 1 & 2	
1.	Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.
2.	Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3.	Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

The award of satisfactory completion for a unit is based on whether the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of Outcome 1 or two may be based on the student's performance on a selection of the following assessment tasks: portfolio, assignments, solutions to sets of worked questions, summary notes or review notes.

Students will complete an examination at the end of each unit unless enrolled in the Vocational Major and non-scoring.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education Literature Study Design 2023 – 2027.

Unit 3 & 4 Introduction

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.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Unit 3 & 4 Descriptions

Unit 3	Unit 4
<p>Area of Study 1: Algebra, number and structure. In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.</p> <p>Area of Study 2: Data analysis, probability and statistics. In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.</p> <p>Area of Study 3: Financial and consumer mathematics. In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.</p> <p>Area of Study 4: Space and Measurement</p>	<p>The same four Areas of Study are incorporated into Unit 4 with increasing complexity.</p> <p>Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.</p>

Unit 3 & 4 Outcomes & Weightings

Outcomes:	Unit 3 Marks	Unit 4 Marks
1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.	15	7
2. Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics	30	15
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.	15	8

Assessment

Each mathematical investigation is to address content from two or more areas of study and is to be of 4–6 hours' duration over a period of 1–2 weeks.

Students will be assessed on whether they have satisfactorily achieved the outcomes via extended modeling or problem-solving tasks and applications tasks.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	40%
Unit 4 School Assessed Coursework	20%
2 hour End of Year Examination	40% (External Assessment)

The examination will be of two hours' duration and student access to a scientific calculator will be assumed. [One bound reference](#) text (which may be annotated) or lecture pad may be brought into the examination. VCAA examination rules will apply.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education Mathematics Study Design 2023 – 2027.

GENERAL MATHEMATICS

Unit 1 & 2 Introduction

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. 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'.

Students are reminded to confirm tertiary entrance requirements when selecting their mathematics program. VCE General Mathematics would be of interest to students who intend to pursue study in nursing, marketing, art & design, building sciences, business studies and information technology.

Unit 1 & 2 Descriptions

Unit 1	Unit 2
<p>In undertaking these Unit 1, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.</p> <p>Area of Study 1: Data analysis, probability and statistics</p> <p>Area of Study 2: Algebra, number and structure</p> <p>Area of Study 3: Functions, relations and graphs</p> <p>Area of Study 4: Discrete Mathematics</p>	<p>Unit 2 is designed to progress from Unit 1 and content will be selected from the four areas of study: Algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations and statistics. Because of the core content of Units 3 & 4 General Mathematics, arithmetic and number and statistics will be covered.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facilities with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.</p> <p>Unit 2 includes Space and Measurement as an area of study in addition to those in Unit 1 that are carried over into Unit 2.</p>

Unit 1 & 2 Outcomes

Units 1 & 2	
1.	Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2.	Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3.	Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: assignments, tests, problem solving tasks, modelling tasks, mathematical investigations and summary or review notes.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

Access to the subject will be based on the recommendation of a member of the Mathematics Faculty.

Source: VCAA (2022). Victorian Certificate of Education Mathematics Study Design 2023 – 2027.

Unit 3 & 4 Introduction

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.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Students are reminded to confirm tertiary entrance requirements when selecting their mathematics program.

Unit 3 & 4 Descriptions

Unit 3: Data Analysis and Recursion and financial modeling	Unit 4: Matrices and Networks and decision mathematics
<p>Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.</p> <p>Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.</p>	<p>The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. The two modules selected will comprise 20 percent of the content to be covered of the Unit 3 and 4 sequence.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.</p>

Unit 3 & 4 Outcomes & Weightings

	Unit 3 Marks	Unit 4 Marks
1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.	15	10
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.	30	20
3. On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.	15	10

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via extended modeling or problem-solving tasks and applications tasks.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	24%
Unit 4 School Assessed Coursework	16%
1.5 hour End of Year Examination 1	30% (External Assessment)
1.5 hour End of Year Examination 2	30% (External Assessment)

Exam 1 comprises multiple-choice questions covering all areas of study. The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts. Exam 2 comprises written response questions covering all areas of study. The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Prerequisites

General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2 with possible supplementary work on statistics.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Mathematics Study Design 2023 – 2027.

UNIT 1 & 2 MATHEMATICAL METHODS

Unit 1 & 2 Introduction

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

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

Students are reminded to confirm tertiary entrance requirements when selecting their mathematics program. Students should be aware that Mathematical Methods is often a prerequisite for Tertiary courses in Sciences, Engineering and Medicine. VCE Mathematical Methods complements and supports further training and employment opportunities in engineering, science and science research, geology, meteorology, medical practitioner and computer programming.

Unit 1 & 2 Descriptions

Unit 1	Unit 2
<p>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.</p> <p>Area of Study 1: Functions, relations and graphs, students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry.</p> <p>Area of Study 2: Algebra, number and structure, this area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed between Units 1 and 2.</p> <p>In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.</p> <p>Area of Study 3: Calculus. In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.</p> <p>Area of Study 4: Data analysis, probability and statistics. In this area of study students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.</p> <p>In Area of Study 4 the student will complete a Mathematical investigation over the concepts and skills from Unit 1</p>	<p>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'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.</p> <p>In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, will be incorporated throughout the unit as applicable.</p> <p>The same areas of study as Unit 1 are incorporated into this unit with increasing complexity and application.</p> <p>A Mathematics Investigation of 1-2 weeks is also incorporated into Unit 2.</p>

Unit 1 & 2 Outcomes

Units 1 & 2	
1.	Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2.	Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3.	Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: assignments, tests, problem solving tasks and modelling tasks.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

Access to the subject will be based on the recommendation of a member of the Mathematics Faculty. Students will need to have achieved a minimum of 80% average across the midyear and end of year examination in Year 10 Mathematics. An excellent working knowledge of the CAS calculator is required.

Source: VCAA (2022). Victorian Certificate of Education Mathematics Study Design 2023 – 2027.

UNIT 3 & 4 MATHEMATICAL METHODS

Unit 3 & 4 Introduction

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. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods 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 Mathematical Methods Units 3 and 4.

Students are reminded to confirm tertiary entrance requirements when selecting their mathematics program. VCE Mathematical Methods complements and supports further training and employment opportunities in engineering, science and science research, geology, meteorology, medical practitioner and computer programming.



Unit Descriptions

Unit 3	Unit 4
<p>Area of Study 1: Functions, relations and graphs</p> <p>Students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.</p> <p>Area of Study 2: Algebra, number and structure</p> <p>Students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods</p> <p>Area of Study 3: Calculus</p> <p>Students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.</p> <p>Area of Study 4: Data analysis, probability and statistics</p> <p>Students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.</p>	<p>In the Functions and Graphs area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including asymptotic behaviour and the nature and location of stationary points, periodicity, and symmetry.</p> <p>In Algebra, students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; and an introduction to factorisation of polynomial functions over the complex field.</p> <p>In the Calculus area of study, students cover advanced calculus techniques for analytic and numerical differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics. Finally, students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.</p>

UNIT 3 & 4 MATHEMATICAL METHODS

Outcomes & Weightings

Unit 3	Unit 3 Marks	Unit 4 Marks
1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.	15	15
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.	20	20
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.	15	15

One of the modelling or problem-solving tasks is to address the Data analysis, probability and statistics area of study. Each modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: analysis tasks, applications tasks and tests.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	20%
1 hour End of Year Examination	20% (Without assistive material)
2 hour End of Year Examination	40% (With assistive material)

Examination 1

This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms **without** the use of technology and their ability to apply concepts and skills.

Examination 2

This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Prerequisites

Mathematical Methods Unit 1 & 2 is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Mathematics Study Design 2023 – 2027.

UNIT 1 & 2 MEDIA

Subject Introduction

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings. This includes working in creative fields such as film and television, marketing and advertising, games and interactive media, graphic and communication design, photography and animation. It also gives a grounding in various social and political fields, such as communication and writing, journalism, political science, and sociology.

Unit Descriptions

Unit 1: Media forms, representations and Australian stories	Unit 2: Narrative across media forms
<p>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.</p> <p>Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. 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.</p>	<p>Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.</p> <p>In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.</p>

UNIT 1 & 2 MEDIA

Outcomes

Unit 1	Unit 2
1. Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.	1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Use the media production process to design, produce and evaluate media representations for specific audiences in a range of media forms.	2. Apply the media production process to create, develop and construct narratives.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.	3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: audio-visual or video sequences, radio or audio sequences, photographs, print layouts, sequences or presentations using digital technologies, posters, written responses or oral reports.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2017). Victorian Certificate of Education Media Study Design 2018 – 2023.

Unit 3 & 4 Descriptions

Unit 3: Media narratives and pre-production	Unit 4: Media production and issues in the media
<p>In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in nonfiction and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.</p>	<p>In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.</p>

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.	40	2. Discuss issues of agency and control in the relationship between the media and its audience	40
School – assessed Task (across Unit 3 & 4)			
3.2	Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.		
3.3	Develop and document a media production design in a selected media form for a specified audience.		
4.1	Produce, refine and resolve a media product designed in Unit 3		

Assessment

Students will be assessed on whether they have satisfactorily achieved Unit 3, Outcome 1 and Unit 4, Outcome 2 outcomes via a selection of the following: written report, essay, short response, structured questions, an annotated visual report, an oral report and / or a presentation using digital technologies. Other outcomes will be assessed through the School Assessed Task.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated), School – assessed Task (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	10%
Unit 4 School Assessed Coursework	10%
School – assessed Task	40%
2 hour End of Year Examination (External Assessment)	40%

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2017). Victorian Certificate of Education Media Study Design 2018 - 2023.

PHYSICS

Subject Introduction

In VCE Physics students are provided opportunities for investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Unit Descriptions

Unit 1: How is energy useful to society?	Unit 2: How does physics help us to understand the world
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. In Area of Study 1 students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. In Area of Study 2, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.	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. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of eighteen options related to physics such as climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, or bioelectricity. The selection of an option enables students to pursue an area of interest through an investigation and response to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

UNIT 1 & 2 PHYSICS

Outcomes

Unit 1	Unit 2
1. The student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.	1. The student should be able to investigate, analyse, mathematically model and apply force, energy and motion.
2. The student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.	2. The student should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option outlined in the study design.
3. The student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.	3. On completion of this area of study the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes for Unit 1 and Unit 2 via a selection of the following: an annotated folio of practical activities, data analysis, design, building, testing and evaluation of a device, an explanation of the operation of a device, a proposed solution to a scientific or technological problem, a report of a selected physics phenomenon, a modelling activity, a media response, a summary report of selected practical investigations, a reflective learning journal/blog related to selected activities or in response to an issue, or a test comprising multiple choice and/or short answer and/or extended response. Outcome 3 of Unit 2 is assessed via a report of a practical investigation (student designed or adapted) using an appropriate format.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

A 'very high' grade average in Year 10 Mathematics and Science is required. Access to this subject is based on the recommendation of a member of the Science Faculty.

Source: VCAA (2022) Victorian Certificate of Education Physics Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3: How do fields explain motion and electricity?	Unit 4: How have creative ideas and investigation revolutionised thinking in physics?
<p>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. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.</p> <p>A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.</p>	<p>A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.</p> <p>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. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.</p> <p>A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.</p>

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.	40	1. On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.	40
2. On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.	40	2. On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.	40
3. On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.	40		

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: a data analysis, tests, report of a student investigation, report of a physics phenomenon, and a structured scientific poster, in accordance with VCAA requirements.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	20%
2.5 hour End-of-Year Examination (External Assessment)	50%

Prerequisites

No specific subject is required, however completion of Units 1 & 2 Physics is strongly recommended.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2015). Victorian Certificate of Education Physics Study Design 2024 – 2027.

PSYCHOLOGY

Subject Introduction

VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Unit 1 & 2 Descriptions

Unit 1: How are behaviour and mental processes shaped?	Unit 2: How do external factors influence behaviour and mental processes?
<p>Examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.</p> <p>A student-directed research investigation into contemporary psychological research is undertaken in this unit.</p>	<p>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.</p> <p>Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in this unit.</p>

Unit 1 & 2 Outcomes

Unit 1	Unit 2
<p>1. Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.</p>	<p>1. Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.</p>
<p>2. Explore how the understanding of brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain. They develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain that enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions.</p>	<p>2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.</p>

3. Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.	3. Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.
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Assessment

Students will be assessed on whether they have satisfactorily achieved Outcomes 1 and 2 via a selection from the following: analysis and evaluation of an experiment or case study, a data analysis of generated primary and/or collated secondary data, reflective annotations of a logbook of practical activities, media analysis of one or more contemporary media texts, a literature review, response to a psychological issue or ethical dilemma, a modelling or simulation activity, problem-solving involving psychological concepts, skills and/or issues, a report of a scientific investigation, including the generation, analysis and evaluation of primary data. If multiple tasks are selected for Outcome 1 and/or Outcome 2, they must be different. The same task cannot be selected more than once across Outcomes 1 and 2.

Outcome 3 of Unit 1 is assessed via a report a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education Psychology Study Design 2023 – 2027.

Unit 3 & 4 Descriptions

Unit 3: How does experience affect behaviour and mental processes?	Unit 4: How is wellbeing developed and maintained?
<p>Investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.</p> <p>Investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory</p>	<p>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.</p> <p>Consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.</p> <p>A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.</p>

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
1. Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.	40	1. Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.	40
2. Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.	40	2. Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.	40
		3. Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.	40

Assessment

Students will be assessed on whether they have satisfactorily achieved the set of outcomes specified for each unit.

Achievement for VCE purposes will be indicated by an S (Satisfactory)

Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
2.5 hour End of Year Examination	50% (External Assessment)

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2022). Victorian Certificate of Education Psychology Study Design 2022 – 2027.

VISUAL COMMUNICATION DESIGN

Subject Introduction

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in web based design, graphic design, book illustration, packaging design, architectural design, interior and landscape design, furniture and product design.

Unit 1 & 2 Descriptions

Unit 1: Introduction to visual communication design	Unit 2: Applications of visual communication within design fields
<p>This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.</p> <p>Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.</p>	<p>This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.</p> <p>Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and types can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.</p>

Unit 1 & 2 Outcomes & Weightings

Unit 1	Unit 2
1. Create drawings for different purposes using a range of drawing methods, media and materials.	1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.	2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.	3. Apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via a selection of the following: folio of technical drawings created using manual and digital methods, folio of typography and image ideas and concepts created using manual and digital methods, written and/or oral reports and analyses, folio demonstrating the design process using manual and digital methods and final presentations of visual communications.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2016). Victorian Certificate of Education Visual Communication Design Study Design 2018 – 2023

Unit 3 & 4 Descriptions

Unit 3: Visual communication design practices	Unit 4: Visual communication design development, evaluation and presentation
<p>In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.</p> <p>Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.</p> <p>Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. The brief and research underpin the developmental and refinement work undertaken in Unit 4.</p>	<p>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.</p> <p>Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.</p> <p>As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.</p>

Unit 3 & 4 Outcomes & Weightings

Unit 3	Marks	Unit 4	Marks
3.1 Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.	75	N/A See <i>School Assessed Task</i>	
3.2 Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.	15		

School Assessed Task (Across Units 3 & 4)	
3.3	Unit 3 Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief
4.1	Unit 4 Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
4.2	Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

Students will be assessed on whether they have satisfactorily achieved the outcomes via completion of the School-assessed task (including a design brief, folio development, final presentations and evaluation), and a series of tasks selected from; visual communication designs, analysis tasks, written reports, structured questions and / or annotated visual reports.

Achievement for VCE purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement for Study Score and ATAR purposes is determined from School Assessed Coursework (Moderated), the School - assessed Task (moderated) and an End of Year Examination.

Contribution to final assessment:

Unit 3 School Assessed Coursework	25%
School Assessed Task	40%
1.5 hour End of Year Examination	35% (External Assessment)

Prerequisites

No specific subject is required.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a Study Score.

Source: VCAA (2016). Victorian Certificate of Education Visual Communication Design Study Design 2018 – 2023

Vocational Major Study Design

The VCE – Vocational Major is a two-year vocational and applied learning program created within the Victorian Certificate of Education (VCE) aimed at Year 11 and 12 students that will replace Senior and Intermediate VCAL and offer a program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment. Within senior secondary education, vocational and applied learning builds critical and creative thinking, communication skills, teamwork and collaboration, curiosity and innovation. It provides students with real-world knowledge, including about the workplace, and practical and transferrable skills.

The VCE Vocational Major (VCE VM) will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE, whilst still enabling students to successfully gain a VCE satisfactory completion.

Students must complete a minimum of 16 units to meet the requirements for the VCE certificate with a VCE Vocational Major which include:

Year 11

- Unit 1 and 2: Literacy or Unit 1 and 2 VCE English (i.e. Unit 1 and 2 English)
- Unit 1 and 2: Numeracy or VCE Mathematics (i.e. Unit 1 and 2 Foundation or General Mathematics)
- Unit 1 and 2: Work Related Skills and Personal Development Skills
- VET Certificate II or above (Minimum of 90 hours of completed units)
- Unit 1 and 2: Elective (selected by students)
- Unit 1 and 2: Elective (selected by students)
- Students may undertake Structured Workplace Learning (SWL) or a School-Based Apprenticeship or Traineeship (SBAT).

Year 12

- Unit 3 and 4: Literacy or Unit 3 and 4 VCE English (i.e. Unit 3 and 4 English)
- Unit 3 and 4: Numeracy or VCE Mathematics units
- Unit 3 and 4: Work Related Skills and Personal Development Skills
- VET Certificate II or above
- Unit 3 and 4: Elective (selected by students)
- Students may undertake Structured Workplace Learning (SWL) or a School-Based Apprenticeship or Traineeship (SBAT).

Students aiming to complete the VCE VM will need to indicate this on their subject selection form and meet with the Director of Senior School Learning to discuss VET studies and pathway planning.

Students achieve the VCE and meet the requirements for the VCE VM when they complete the following:

Students must successfully finish at least 16 units over two years, including:

- Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
- Three other unit 3 and 4 sequences in total
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Skills units

- 180 nominal hours of VET at Certificate II level or above

Students may also include other VCE subjects and structured workplace learning. Most students will undertake between 16-20 units over the two years. You may also do other VCE subjects, and structured workplace learning.

Please note: Students who undertake a VM subject will automatically be enrolled in the VM.

Outcomes

In an integrated, flexible program students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study, although these outcomes may be taught concurrently and achieved simultaneously.

Sample VCE Vocational Major Pathway:

With Acceleration

Year 10

Normal Year 10 Program	VCE VET subject year 1
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Year 11

VCE VM Literacy Unit 1 & 2	VCE Unit 1 & 2 Foundation Maths	VCE VM Work Related Skills Unit 1 & 2	VCE VM Personal Dev Skills Unit 1 & 2	Additional VCE subject as desired 1/2 (non- scoring)	VCE VET Year 2 or SBAT
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Year 12

VCE VM Literacy Unit 3 & 4	VCE Foundation Maths Unit 3 & 4	VCE VM Work Related Skills Unit 3 & 4	VCE VM Personal Dev Skills Unit 3 & 4	SBAT or additional VET or VCE subject
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Possible further education/career pathways are available:

Northside Christian College advise students to have the following:

- Minimum of 5 sequences of Unit 3 & 4 subjects, which must include three units from the English group, including a sequence of Unit 3/4.
- Check that your studies include the prerequisites for the range of Tertiary/TAFE courses you are considering.

Sample program: VCE-VM

Year 11	Year 12
VCE-VM Unit 1 & 2 Literacy	VCE-VM Unit 3&4 Literacy
VCE-VM Unit 1&2 Numeracy	VCE-VM Unit 3&4 Numeracy
VCE-VM Unit 1&2 PDS	VCE-VM Unit 3&4 PDS
VCE-VM Unit 1&2 WRS	VCE-VM Unit 3&4 WRS
VET Unit 1&2 Hospitality	VET Unit 3&4 Hospitality
VET Unit 1 SWL Recognition	VET Unit 2 SWL Recognition

*This student would not be eligible for an ATAR

Sample program: VCE-VM

Year 11	Year 12
VCE Unit 1&2 English	VCE Unit 3&4 English
VCE Unit 1&2 General Maths	VCE Unit 3&4 Further Maths
VET Unit 1&2 Allied Health	VET Unit 3&4 Allied Health
VCE Unit 1&2 Health & Human Development	VCE Unit 3&4 Health & Human Development
VCE-VM Unit 1&2 PDS	VCE-VM Unit 1&2 WRS
VET Unit 1 SWL Recognition	VET Unit 2 SWL Recognition

*This student could receive 4 study scores and would be eligible for an ATAR

*Sample VCE-VM Programs taken from:

<https://www.vcaa.vic.edu.au/Documents/sscr/videos/PresentationSlidesVCAASSCRCareerPractitionerWebinar.pdf>

VCE VOCATIONAL MAJOR - LITERACY

Subject Introduction

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 Vocational Major Literacy

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. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

Area of Study 1: Literacy for Personal Use	Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses
Area of Study 2: Understanding and Creating Digital Texts	Apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Literacy Study Design 2023 – 2027.

Unit 2 Vocational Major Literacy

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. In Area of Study 1 students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. In Area of Study 2 students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Area of Study 1: Understanding issues and voices	Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses
Area of Study 2: Responding to opinions	Interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Literacy Study Design 2023 – 2027

Unit 3 Vocational Major Literacy

In Area of Study 1 students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

In Area of Study 2 the student focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Outcome 1: Accessing and understanding informational, organisational and	Students demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
Outcome 2: Creating and responding to organisational, informational or procedural texts	Students create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Literacy Study Design 2023 – 2027.

Unit 4 Vocational Major Literacy

In Area of Study 1 students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience.

In Area of Study 2 students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

Outcome 1: Understanding and engaging with literacy for advocacy	Students should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.
Outcome 2: Speaking to advise or advocate	The student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Literacy Study Design 2023 – 2027.

VCE VOCATIONAL MAJOR - Numeracy

Students enrolled in the Vocational Major at Northside Christian College will generally undertake their numeracy requirements through VCE Foundation or General Maths. Please see the notes in the mathematics section of this handbook on pages 56 - 63 for further information about VCE Foundation and VCE General Mathematics.

VCE Vocational Major - Personal Development Skills

Subject Introduction

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, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

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

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

VCE Vocational Major Personal Development Skills

Unit 1 Healthy Individuals

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

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

In Area of Study 1, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

In Area of Study 2, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive

communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community.

In Area of Study 3, In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Outcome 1: Personal identity and emotional intelligence	Explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.
Outcome 2: Community health and wellbeing	Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
Outcome 3 Promoting a healthy life	Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Personal Development Skills Study Design 2023 – 2027.

Unit 2 Vocational Major Personal Development Skills

Connecting with Community

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

In Area of Study 1 students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within a community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

In Area of Study 2 students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Outcome 1: What is Community?	Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
Outcome 2: Community cohesion	Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
Outcome 3: Engaging and supporting community	Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Students will complete an examination at the end of each unit.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Personal Development Skills Study Design 2023 – 2027.



Unit 3 Vocational Major Personal Development Skills

Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. 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. Students will evaluate individual contribution as well as the overall effectiveness of the team.

In Area of Study 1 students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues.

In Area of Study 2 the student focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

In Area of Study 3, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity.

Outcome 1: Social Awareness and interpersonal skills	Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
Outcome 2: Effective leadership	Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and demonstrate apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
Outcome 3: Effective teamwork	Describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Personal Development Skills Study Design 2023 – 2027.

Unit 4 Vocational Major Personal Development Skills

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. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved.

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 intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Outcome 1: Planning a community project	Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.
Outcome 2: Implementing a community project	Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
Outcome 3: Evaluating a community project	Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Personal Development Skills Study Design 2023 – 2027.

VCE Vocational Major Work Related Skills (WRS)

Introduction to the Subject

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

VM Work Related Skills has been designed so Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 must be undertaken as a sequence.

Unit 1 Vocational Major WRS - 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.

In Area of Study 1 students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment

In Area of Study 2 study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Outcome 1: Future careers	Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
Outcome 2: Presentation of career and education goals	Forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Unit 2 Vocational Major WRS - 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.

In Area of Study 1 students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

In Area of Study 2 students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Outcome 1: Skills and capabilities for employment and further education	Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
Outcome 2: Transferable skills and capabilities	Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.
Outcome 3: Evaluating a community project	Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Work Related Skills Personal Development Skills Study Design 2023 – 2027.

Unit 3 Vocational Major WRS - 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:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

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, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Outcome 1 :Workplace wellbeing and personal accountability	Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.
Outcome 2: Workplace responsibilities and rights	Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
Outcome 3:	Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Work Related Skills Personal Development Skills Study Design 2023 – 2027.

Unit 4 Vocational Major WRS - Portfolio preparation and presentation

Introduction to the Unit:

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.

In Area of Study 1 students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Outcome 1: Portfolio development	Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
Outcome 2: Portfolio Presentation	The student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Assessment

Achievement for VCE VM purposes will be indicated by an S (Satisfactory)
Non-achievement will be indicated by an N (Not Satisfactory)

Level of achievement will be reported according to College assessment and reporting procedures, as documented in the VCE Student Policy Handbook.

Prerequisites

No specific subject is required.

Source: VCAA (2022). Victorian Certificate of Education VCE Vocational Major Work Related Skills Personal Development Skills Study Design 2023 – 2027.

EXTERNAL SENIOR SCHOOL PROGRAMS

1. VET
2. VSV
3. VCE Languages

Each of these options have additional fees.

VCE VET PROGRAM

Subject Introduction

VCE VET courses are delivered externally by different training providers in partnership with the Northern Melbourne VET Cluster schools conducted in venues across the region. Northside Christian College is a member of the Northern Melbourne VET Cluster.

Northside Christian College students can choose to complete VET studies during Years 11 and 12. Under special circumstances a Year 10 student may complete a VET course.

External VET courses are available at selected times for Northside Christian College students. VCAL students may select courses that run on Wednesdays or Thursdays. VCE students are strongly encouraged to select courses that run either on Wednesday afternoons or outside school hours. Students must ensure this includes travel time as early exit from class will not be permitted.

Students undertaking an external VET course incur additional course fees as determined by the training provider. However, Northside Christian College will partially subsidise the cost of the course fees. Please note that students will also incur the materials cost for the course. At the time of printing this handbook, 2023 charges for external VET courses are not available.

All applications and enrolments for any external VET courses regardless of the 'Host' provider go through the VCE Coordinator at Northside Christian College. This includes any part time job training certificates offered to students by their workplace.

Parents and guardians need to be aware that there is no reduction in College fees for students who select an external VET course, even if they are absent from school on a weekly basis.

The Northern Melbourne VET Cluster 2023 VET Handbook will be available during Term 3 and will provide full details about the courses to be offered. Please see the VCE Coordinator for further information.

Students who undertake VET studies should be aware that keeping up with all other school-based studies is a requirement of the College for students participating in external VET studies.

Students wishing to undertake an externally provided VET course will be required to undergo an application process and complete documentation by the set due date. Successful students will also be required to attend meetings and discuss external VET procedures in Term 4 and Term 1 next year. Attendance at these meetings is compulsory.

Due to timetabling issues, students may undertake a maximum of 2 VET courses in a VCE program, as many of the courses will run concurrently and some combinations will not be possible.

Features of VET

- It is an accredited vocational education and training program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification and a senior secondary certificate such as VCE and / or VCAL at the same time.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

Contribution to VCE

VET may contribute to VCE. Some VET programs have a Victorian Curriculum Assessment Authority (VCAA) recognised Unit 1-4 structure. Partial or full completion of other programs may contribute credit to the completion of VCE.

Contribution to VM

VET contributes to the Industry Specific Strand and / or Work Related Skills Strand.

Additional Information

- Students complete their VET studies one afternoon a week and are not at school on the afternoon of that day, therefore they need to be highly organised
- Costs – often between \$800 and \$3,000 – the school will subsidise some of these costs depending on government funding (parents are billed in Semester 2 for the remaining costs)
- If a student decides to not complete the course, the parent will still be billed as the providers cost their courses for the entire year (the school must repay the provider)

Useful Links:

Northern Melbourne VET Cluster (2024). *2024 VET Handbook*. <https://nmvc.vic.edu.au>
VCAA (2020, February). *VCE VET Programs*. Retrieved from
<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

NMVC VET Courses offered in 2023

Certificate II in Agriculture
 Certificate III in Allied Health Assistance
 Certificate II in Applied Fashion Design and Technology
 Certificate II in Automotive Vocational Preparation
 Certificate III in Beauty Services
 Certificate II in Building & Construction (Bricklaying) Pre-apprenticeship
 Certificate II in Building & Construction (Carpentry) Pre-apprenticeship
 Certificate II in Building & Construction (Wall and Floor Tiling)
 Certificate III in Business
 Certificate III in Carpentry (SBAT)
 Certificate III in Community Services
 Certificate II in Construction Pathways
 Certificate II in Creative Industries
 Certificate III in Dance
 Certificate III in Design Fundamentals
 Certificate III in Early Childhood Education & Care
 Certificate II in Electrotechnology (Pre-vocational)
 Certificate II in Engineering Studies
 Certificate II in Furniture Making Pathways
 Certificate II in Furniture Making Pathways/ Certificate II in Building & Construction (Bricklaying & Carpentry)
 Certificate III in Health Services Assistance
 Certificate II in Horticulture
 Certificate II in Hospitality
 Certificate II in Kitchen Operations
 Certificate II in Integrated Technologies
 Certificate III in Laboratory Skills
 Certificate III in Make Up
 Certificate III in Music Industry (Performance Stream)
 Certificate III in Music Industry (Sound Production Stream)
 Certificate III in Musical Instrument Making & Maintenance
 Certificate II in Permaculture
 Certificate II in Plumbing (Pre-apprenticeship)
 Certificate II in Retail Cosmetics
 Certificate II in Salon Assistant
 Certificate III in Screen & Media (Creative & Digital Media OR Games Development)
 Certificate III in Screen & Media (Video)
 Certificate III in Sport & Recreation
 Certificate II in Visual Arts

VCE VSV PROGRAM

Suggested subjects not offered by Northside Christian College include:

Accounting	Applied Computing
Art	Australian & Global Politics
Dance	Drama
Economics	Geography
Music Style and Composition	Philosophy
Product Design & Technology	Social
Specialist Mathematics	

For more VSV subjects: <https://www.vsv.vic.edu.au/subjects/>

VCE LANGUAGES PROGRAM

A number of our students are enrolled at various language schools in Melbourne.

VSL (Victorian School of Languages) provides language classes to students who do not have access to study their preferred language at their home school.

The following services are available:

- Face-to-face language classes from Prep to Year 12 (VCE) in 40 campuses around Victoria – over 40 languages available.
- Distance Education language classes from Year 7 to Year 12 (VCE) – 11 languages available.
- Vocational Education (VET in Schools, RTO) classes for languages in partnership with selected government and non-government schools.

Useful Links & further information:

VCAA: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>

VSL: <https://www.vsl.vic.edu.au/>

SAMPLE SUBJECT FORMS



Office Use Only:

Date Received:

2023 UNIT 1 & 2 SUBJECT PREFERENCES – **First Round**

Completed by Year 10 2022

Please return to the College VCE Administration Office by Friday 22nd July 2022

Student Name			
Pathway Plan	VCE		
<p>Please list your desired VCE and VET subjects in the spaces below:</p> <ul style="list-style-type: none"> Subjects (other than the English Group) must be listed in preference order – this does matter! If you accelerated into Bus Man or HHD in Year 11 and are doing Unit 3/4 in Year 11, put it as Preference 2. Subjects other than English, Maths and some Sciences are offered according to interest. A subject with less than seven students may not be offered in the second round of selection. You may list subjects that are not currently available at NCC but are available through VSV. Please list these lower on the preference list. <p>(See the 2023 list of NCC VCE subjects from which to make your selections on page 2)</p>			
Preference	Subject		
1	Unit 1 and 2 <u>course</u> from the English group (i.e. English and / or Literature) if completing the VCE. Please specify:		
2			
3			
4			
5			
6			
7			
VET *			
VSV* or Language studies *			
Career Interests			
Student Signature		Date	
Parent/Guardian Signature		Date	

Whilst every effort will be made to accommodate individual student courses, no guarantee is made that all subject selections will have a formal class at Northside Christian College. Some students may be required to choose alternative subjects or complete studies through another provider such as the Virtual School Victoria (Distance Education).

* Course is not offered by NCC & incurs additional fees

Office Use Only:

Date Received:

2023 UNIT 1 & 2 Vocational Major – First Round

Completed by Year 10 2022

Please return to the College VCE Administration Office by Friday 22nd July 2022

Student Name			
Pathway Plan	Applied Learning – VCE Vocational Major – Unit 1/2		
<p>Please list your desired VM, VCE and VET subjects in the spaces below:</p> <ul style="list-style-type: none"> • If you accelerated into Bus Man or HHD in Year 11 and are doing Unit 3/4 in Year 11, put it as Preference 2. • Subjects other than English, Maths and some Sciences are offered according to interest. A subject with less than seven students may not be offered in the second round of selection. • You may list subjects that are not currently available at NCC but are available through VSV. Please list these lower on the preference list. <p>(See the 2023 list of NCC VCE subjects from which to make your selections on page 2)</p>			
Preference	Subject		
1	VCE VM Literacy and Oracy or Unit 1/2 VCE English		
2	VCE VM Work Related Skills		
3	VCE VM Personal Development Skills		
4	Mathematics - _____ VCE Foundation Maths 1/2 _____ General Maths 1/2		
VET * required			
5 - VCE Subject (If desired or your accelerated subject if you had one in Year 10)			
VSV* or Language studies *			
Career Interests			
Student Signature		Date	
Parent/Guardian Signature		Date	



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