

VCE

COURSE INFORMATION GUIDE

2027

VCE SUBJECT SELECTION GUIDE

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Highvale Secondary College aims to provide a comprehensive range of VCE subjects which cater for students having differing needs, interests and abilities.

The courses available provide a variety of pathways which meet the needs of all students, whether they wish to enter University, TAFE or employment.

The are options for students to complete Enhancement Programs involving study of a first year University study whilst in Year 12.

The College is a great blend of being large enough to offer a wide variety of subjects, but small enough to give students individual support. Quality teaching is delivered by a team of experienced staff dedicated to obtaining the best possible results for the students. Our VCE centre provides an excellent environment for our students to focus on their studies with facilities that support this.

Highvale has an excellent reputation for providing:-

- a learning environment that meets the needs of all students
- a comprehensive curriculum
- quality teaching and experienced teaching staff
- excellent student support and counselling services

On the following pages are the course descriptors for all subjects offered in all VCE pathways. Students need to read through and select their preferences carefully to ensure they meet their needs for the final two years of study at Highvale Secondary College.
Students are advised to consult with the Careers Coordinators, Level coordinators and with subject teachers so as to select the course which best suit their needs.

GENERAL INFORMATION

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The Victorian Certificate of Education (VCE) is a two year course of study. It represents the culmination of secondary schooling in Victoria.
The aim of the VCE is to provide a comprehensive education for all students, yet allow for appropriate specialisation for students to find a pathway into further study or the workforce, such as the VCE Vocational Major pathway.

GAINING YOUR VCE QUALIFICATION

Over the two years of the VCE most full-time students will undertake a total of 22 to 24 semester-length units. Typically, 12 units will be studied in Year 11 (usually these are units 1 & 2). Ten or twelve units will be studied in Year 12 (usually units 3 & 4).

In Year 11 students study 6 subjects, at the College, per semester. In Year 12 students study 5 subjects, at the College, per semester.

Students who successfully completed a Unit 1 & 2 subject in Year 10 may be eligible to undertake Unit 3 and 4 in that subject in Year 11. The benefits of doing an early start unit 3,4 sequence is that it gives students a sixth VCE subject which contributes to their ATAR. It also gives the student the experience of a Unit 3 and 4 subjects demands and requirements.

Students can be considered for a place in Unit 3 and 4 classes subject to availability and meeting the requirements of the application process.

In certain circumstances, students may elect to study courses taught by other registered providers. For example- a language taught by a Saturday language school. These subjects are taken in addition to the number of subjects required to be taken at Highvale Secondary College. Students will also need to have these additional subjects approved by the school.

If you are beginning your VCE this year, you must satisfactorily complete

- a satisfactory result must be achieved in both Units 3 & 4 and in at least one of Units 1 & 2 in the chosen English subject.
- 3 sequences of Units 3 and 4 studies other than English
- at least 16 Units altogether

If you have studied at a level equivalent to VCE interstate or overseas you may apply for recognition of prior learning and may gain credit for your studies to replace some VCE units.

THE VCE IN 2027

In all studies, there are a set of learning outcomes which are statements of what the student will be expected to be able to do by the end of the unit. For a student to be able to be assessed as satisfactory (S) for the unit, the student must be able to demonstrate that they have achieved these outcomes. Assessment will be on the basis of such items as folios, essays, research projects, assignments, practical reports or other forms of assessment that are undertaken continuously throughout the unit.

For Units 1 and 2 all assessment is school based and internally assessed. In addition to the Victorian Curriculum and Assessment Authority (VCAA) requirements for an S or N for the unit, the College will be making graded assessments in the form of a percentage grade of each student's performances on a range of tasks and on end of year examinations. Student will also receive an overall performance percentage grade for the unit.

For most Units 3 and 4 studies the external examinations will count for at least 50% of the final study score. The remainder will be school assessed on either (depending on the study):

- school assessed coursework which will be based on student's overall performance and assessed by teachers in accordance with VCAA guidelines
- school assessed tasks which are set by the VCAA and will assess specific outcomes in the study.

School assessed coursework (SAC's) are awarded a grade according to study design requirements. 'UG' will signify work of insufficient quality to grade. 'NA' will be used if students do not submit work for an assessment task due to special consideration. Assessment tasks for units 1 and 2 are internally set and assessed. Assessment tasks for units 3 & 4 are partly assessed internally in the form of a variety of tasks and partly assessed externally in the form of examinations. Details of the assessment requirements for all subjects can be found in the individual subject descriptions.

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At the end of the academic year, the Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results to all students who have obtained results in Victorian Certificate of Education (VCE) units, and issues VCE certificates to students who are eligible.

GENERAL ACHIEVEMENT TEST (GAT)

Students undertaking any unit 3 or 4 study must undertake the General Achievement Test during the year. The GAT will be split into two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence will be expected to sit Sections A and B of the GAT. Students enrolled in VCE - Vocational major (VM) will be expected to sit Section A only. If students are enrolled in VCE - Vocational major (VM) as well as one or more VCE or scored VCE VET Unit 3–4 sequence, they will be expected to sit Sections A and B.

This test provides information for the VCAA to adjust scores for school assessed tasks in Units 3 and 4.

GAINING A TERTIARY ENTRANCE RANK FOR TERTIARY ENTRY

The Australian Tertiary Admissions Rank (ATAR), used for entry into tertiary courses, takes into account scores in Units 3 and 4 English or English Literature or English Language or EAL as well as the best three other scores and 10% of the two next best scores known as the primary four studies. Literacy is an ungraded subject as such cannot contribute to an ATAR.

Students **MUST** complete sequential 3 and 4 units from the English group of subjects (excluding VM Literacy) in order to gain an ATAR. This applies to TAFE as well as University courses.

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

You can repeat Unit 3 of a study in order to gain your VCE, but Units 3 and 4 sequences must be studied within the one year, in order to be scored.

Eg: This means that you cannot study Drama unit 3 in one year and Drama unit 4 in the next year and still receive a score for that study. There is no value in repeating a Unit 1 and 2 study which you have already passed. In planning your VCE studies, make sure you have up-to-date information about prerequisites for both TAFE and University courses.

FURTHER INFORMATION

If you would like to read further on VCE curriculum you are able to look at this via the following link:

https://www.vcaa.vic.edu.au/curriculum/vce/Pages/Index.aspx

The link will take you to the Victorian Curriculum assessment authority (VCAA) curriculum page where you can navigate to look up all study designs, further VCE advice and frequently asked questions.

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SATISFACTORY COMPLETION

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. Students may not resubmit work to improve a School-based Assessment score.

S/N UNIT RESULTS

The student will receive an '**S**' (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The student will receive an '**N**' (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including special provision
- the work cannot be authenticated (for example, through lack of attendance)
- there has been a substantial breach of VCAA rules and the school's rules and procedures.

STUDENTS ABSENT DURING COURSEWORK ASSESSMENT

Units 1 - 4

Students who are ill and unable to attend school must have a medical certificate and present this to the Sub School. They will pass on the information to the subject teacher who will then arrange an alternate time to catch up the task.

Failure to provide a medical certificate will result in the student not being awarded a score for the task. Instead, they will only complete the SAC/SAT to demonstrate understanding to achieve the 'S' for the outcome.

Senior school students involved in co-curricular activities such as participating in sports teams, coaching, musical performances or other school sanctioned events are able to arrange an alternative time to complete assessments. Students are required to notify their classroom teachers prior to the event.

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AUTHENTICATION - INTERRUPTED ASSESSMENT TASKS

Most coursework is completed in class time, this does not preclude some of the work being completed out of class. In allowing students to complete part of their work out of the class, teachers must be able to authenticate that work.

BREACH OF AUTHENTICATION

It is the responsibility of students to establish the authenticity of their work. Teachers cannot authenticate work about which they have doubts until further evidence is supplied. Work that cannot be authenticated cannot be marked.

Students must acknowledge all resources used and any assistance received, including the use of AI. Students must not receive undue assistance. Undue assistance is using another's words without acknowledgment. Students who knowingly provide undue assistance to other students will also be penalised.

Any breeches of Authentication the College will convene a panel to review the issue and make a decision as to the actions being taken following the VCAA guidelines.

RELEASING SCHOOL COURSEWORK ASSESSMENT TASK RESULTS

Teachers will return all marks for outcomes and SAC's/SAT's to students. These results are of a provisional nature and are subject to review and/or statistical moderation by VCAA and as such may change.

COURSEWORK MODERATION AND RANKING

In the case of multiple classes in the one study, common tasks will be set and cross marking will take place for assessment of coursework

Teachers have been advised to rank their students' coursework accurately because VCAA will not change this ranking.

Teachers will decide together how they will mark the work. They will adopt a common standard. They will also cross mark samples of each other's students' work. Key Learning areas will develop procedures for cross-marking and subsequent ranking.

THE USE OF TECHNOLOGY

Learning Areas will develop their own procedures in relation to the use of technology in undertaking each school assessed outcome. In formulating this procedure consideration will be given to use of assistive technology, AI, computers, laptops, electronic dictionaries, graphic calculators and programmable calculators in line with VCAA policy.

VCE REPORTS

Year 12 students will receive a mid-semester report only, this gives an overview of their performance for Semester 1 (Unit 3). The semester report will highlight their progress for each subject along with their work habits. In Year 12 students do not receive any grades or percentages, only S/N or a P result. All grades in Units 3 and 4 are subject to change by VCAA, as such are not finalised until their ATAR is produced.

Students do not receive a report for the end of the year, as the ATAR serves as their final assessment grading.

Students will receive feedback throughout the year via learning tasks on Compass.

- S - Satisfactory
- N - Not Satisfactory

Year 11 students will receive both a Semester one report and a Semester two report. Year 11 students will receive an S/N grade for each outcome as well as an overall unit result. Students will also receive a percentage result for each outcome in the unit and a final grade percentage. This will highlight their progress for each subject along with their work habits.

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You will have given much thought to the study areas which interest you most.

- read the unit details in this handbook and think about which units best suit you
- talk to teachers and your parents about your choice of studies

Ask yourself some questions about your future directions (our Careers Counsellors can help you) :-

- what are the possible career or job directions you might wish to follow?
- which subjects or programs would best suit you for the broad career area you have in mind?
- what about further education paths you might take?

Consider PATHWAYS to higher education and careers. For example, find out what studies are prerequisites for the tertiary courses or career areas which interest you most (again our Careers Counsellors can give you assistance in this matter). The pathways suggested in this handbook are based on current Victorian Tertiary Admissions Centre (VTAC) guidelines.

You will need to choose the program which will provide the best pathway toward your future objectives.

The procedure for course selection is as follows:

① **Read this handbook carefully**

② **Consult the Careers/Pathways Co-ordinators, if necessary**

③ **Select a course which suits you and decide which subjects are most suitable and interesting.**

④ **Make sure you have included any mandatory pre-requisite subjects to ensure eligibility for courses in University or TAFE. These can be found by searching online: VCE Pre-requisites 2027 or 2028**

⑤ **Discuss these choices with your parents and with the teacher who interviews you.**

⑥ **Complete the selection form online by the due date.**

NB: Students need to ensure they make careful selections in their course selection process. Once selections have occurred and confirmation has been finalised there will be no changes to courses. The exceptions to this are if a student isn't able to get a full timetable or has a clash of subjects.

INDIVIDUAL VCE UNITS SUMMARY

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Accounting	Food Studies	Media Studies
Applied Computing	Geography	Music
Art Making & Exhibiting	Health & Human Development	Physical Education
Biology	History	Physics
Business Management	Language – Chinese First Language	Product, Design & Technologies
Chemistry	Language – Chinese Second Language	Psychology
Economics	Language – Chinese Second Language Advanced	Systems Engineering
English	Language – French	Theatre Studies
English as an Additional Language	Language – German (Unit 3 & 4 only)	Visual Communication Design
English Language	Legal Studies	VCE – Vocational Major
English Literature	Mathematics – General	Victorian Pathway Certificate
	Mathematics – Methods	
	Mathematics – Specialist	

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What is Accounting?

Accounting is the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information, and using it to model, forecast and provide advice to stakeholders in a business. This informs decision-making within the business, with a view to improving business performance. Accounting therefore plays an integral role in the successful management of businesses.

Accounting Units

The study is made up of 4 units:

Unit 1: The role of accounting in business

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

Unit 3: Financial accounting for a trading business

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

What will I do in Accounting?

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

How will I be assessed in Accounting?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework.

Percentage contributions to the study score in VCE Accounting are as follows:

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

What benefits does Accounting provide?

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

More information can be found on VCE Accounting by exploring the study design here.

APPLIED COMPUTING

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What is Applied Computing?

As technology continues to evolve rapidly, there are increasing opportunities for enterprising and entrepreneurial individuals to develop new technologies, as well as identify innovative uses for existing technologies. Students develop a range of data analytics, programming and cyber security skills that are in high demand in today's digital age. VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level.

Applied Computing Units

The study is made up of 4 units:

Unit 1: Applied Computing
Unit 2: Applied Computing
Unit 3: Data Analytics
Unit 4: Data Analytics

Unit 3: Software Development
Unit 4: Software Development

Note: students may elect to undertake one or both Unit 3 and 4 sequences.

What will I do in Applied Computing?

VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security.

Pivotal to this are the strategies and techniques for creating digital solutions to meet identified problems, needs and opportunities. VCE Applied Computing focuses on students learning to apply a range of thinking skills within local, national and global contexts. The study incorporates computational, design and systems thinking, as part of students creating digital solutions. Legal and ethical responsibilities are also considered at an individual and organisational level to ensure solutions protect intellectual property and the privacy of data and information.

Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

How will I be assessed in Applied Computing?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework.

Percentage contributions to the study score in VCE Accounting are as follows:

- Unit 3 & 4 School-assessed Coursework: 20 %
- Unit 3 & 4 School-assessed Task: 30 %
- End-of-year examination: 50 %

What benefits does Applied Computing provide?

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in their critical and creative thinking, communicate and collaborate with their peers, and develop personal, social and digital literacy skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing plays a crucial role in transforming and improving student outcomes. It provides students with diverse pathways that enable them to develop into knowledgeable and skilled individuals who have the capability to work collaboratively in this rapidly expanding technological landscape. VCE Applied Computing leads directly to further studies in areas such as artificial intelligence, computer science, cyber security, data analytics and data science, data management, digital literacy, games development, networks, programming, robotics, software engineering, systems analysis and telecommunications. The skills acquired in VCE Applied Computing could be utilised across a range of industries including healthcare, finance, entertainment, education, construction and business/commerce.

More information can be found on VCE Applied Computing by exploring the study design here.

ART MAKING & EXHIBITING

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What is Art Making and Exhibiting ?

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

Art Making and Exhibiting Units

The study is made up of 4 units:

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

What will I do in Art Making and Exhibiting ?

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

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

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

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

How will I be assessed in Art Making and Exhibiting ?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

- Unit 3 & 4 School-assessed Coursework: 10 %
- Unit 3 & 4 School-assessed Task: 60 %
- End-of-year examination: 30 %

What benefits does Art Making and Exhibiting provide?

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

More information can be found on VCE Art Making and Exhibiting by exploring the study design here.

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What is Biology?

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

Biology Units

The study is made up of 4 units:

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

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

What will I do in Biology?

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species
- develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

How will I be assessed in Biology?

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. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and Unit 4 will be determined by School-assessed Coursework (SAC).

Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 30 %
- End-of-year examination: 50 %

What benefits does Biology provide?

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.

More information can be found on VCE Biology by exploring the study design here.

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What is Business Management?

In contemporary Australian society, businesses use systems and processes based on historical experience and management theories to achieve their objectives. VCE Business Management equips students with the knowledge and skills to participate confidently and ethically as managers, leaders, and informed citizens in the business community.

Business Management Units

The study is made up of 4 units:

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

What will I do in Business Management?

VCE Business Management explores how businesses manage resources to achieve objectives, from the initial idea to daily operations and ongoing success. The curriculum covers planning, establishing, and managing a business, emphasizing the challenges faced by decision-makers. Students examine various management theories and compare them with real-world practices through recent case studies. They learn to propose and evaluate strategies in response to contemporary business challenges, gaining an understanding of the complexities involved in business management.

How will I be assessed in Business Management?

The satisfactory completion of a unit is based on the student's demonstration of specified outcomes. All assessments for Units 1 and 2 are school-based, and the procedures for assessing achievement levels are decided by each school.

Schools report each student's result to the VCAA as S (satisfactory) or N (not satisfactory).

For Units 3 and 4, achievement levels are determined by School-assessed Coursework/Tasks.

Percentage contributions to the study score in VCE Business Management are as follows:

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

What benefits does Business Management provide?

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

More information can be found on VCE Business Management by exploring the study design here.

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What is Chemistry?

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.

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Chemistry Units

The study is made up of 4 units:

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

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

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

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

What will I do in Chemistry?

This study enables students to:

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

How will I be assessed in Chemistry?

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. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and Unit 4 will be determined by School-assessed Coursework (SAC).

Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 30 %
- End-of-year examination: 50 %

What benefits does Chemistry provide?

VCE Chemistry provides for continuing study pathways within the discipline and can lead 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 many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

More information can be found on VCE Chemistry by exploring the study design here.

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What is Economics?

Economics explores how resources are allocated to meet society's needs and wants, explaining human behaviour and decision-making. It provides valuable insights into issues affecting individuals and society, aiding in making informed and responsible decisions and contributing to public debate.

Economics Units

The study is made up of 4 units:

Unit 1: Economic decision-making

Unit 2: Economic issues and living standards

Unit 3: Australia's living standards

Unit 4: Managing the economy

What will I do in Economics?

The study focuses on the roles of consumers, businesses, governments, and organizations in resource allocation, production, and distribution. Understanding these roles helps students appreciate the consequences of economic decisions. Economics knowledge and skills enable informed decision-making and active citizenship.

Through studying economics, students develop a range of skills; gather, organize, analyze, and synthesize economic information, conduct independent inquiries, think critically, and collaborate. They understand how economic agents respond to incentives, make trade-offs, and assess efficiency and fairness. Using economic models, students analyze decisions and appreciate diverse viewpoints on economic issues.

How will I be assessed in Economics?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Economics are as follows:

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

What benefits does Economics provide?

Over time, the changing nature of work will require students to be equipped with the kinds of transferrable, problem-solving, communication, evaluation and critical analysis skills developed through the study of economics. These skills can be used across many employment fields, including foreign affairs, banking, finance, health, environment and education. Economics leads to a broad range of career options such as economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner and many more.

More information can be found on VCE Economics by exploring the study design here.

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Note: Students must complete at least one of English, English Language, Literature or EAL (if they qualify). Students may choose to undertake two English subjects.

What is English?

VCE English focuses on the how English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations.

English Units

The study is made up of 4 units:

What will I do in English?

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

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 reflect accurately the purpose, audience and context of their responses.

How will I be assessed in English?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE English are as follows:

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

What benefits does English provide?

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

More information can be found on VCE English by exploring the study design here.

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What is English as an Additional Language?

VCE English as an Additional Language focuses on the how English is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations.

English as an Additional Language Units

The study is made up of 4 units:

What will I do in English as an Additional Language?

The study of English as an Additional Language empowers students to read, write, speak and listen in different contexts. VCE English as an Additional Language 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 reflect accurately the purpose, audience and context of their responses.

How will I be assessed in English as an Additional Language?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE English as an Additional Language are as follows:

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

What benefits does English as an Additional Language provide?

By developing broad skills in communication and reflection, the study of English as an Additional Language enables students to participate in their diverse, dynamic and multicultural world productively and positively.

More information can be found on VCE English as an Additional Language by exploring the study design here.

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What is English Language?

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. It is a study that builds on our experiences of Standard Australian English (SAE) and language varieties across numerous contexts, including in the classroom. It connects directly with key concepts embedded in the Victorian Curriculum F–10: English, including the language modes, the roles played by context, purpose and audience in any engagement with text, and the ways in which textual form contributes to creating meaning.

VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

The study of VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.

English Language Units

The study is made up of 4 units:

Unit 1: Language and communication

Unit 2: Language change

Unit 3: Language variation and purpose

Unit 4: Language variation and identity

What will I do in English Language?

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives.

Throughout their learning, students engage with the ways in which language is structured, the history of English and its variations both geographically and temporally, theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and the ways in which language can be used to construct and deconstruct identity. Students consider their own language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore the ways in which language use is adapted in consideration of formality, situational and cultural contexts, purpose and function.

In this study students read widely to further develop their analytical skills and to build their understanding of linguistics. Students are expected to read and study a range of historical and contemporary texts, drawn from a variety of contexts and forms, including academic texts and publications.

How will I be assessed in English Language?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE English Language are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- end-of-year examination: 50 %

What benefits does English Language provide?

The study of VCE English Language enables students to further develop and refine their skills in reading, writing, speaking and listening to English. They become proficient in analysing and assessing language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

More information can be found on VCE English Language by exploring the study design here.

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What is English Literature?

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

English Literature Units

The study is made up of 4 units:

What will I do in English Literature?

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

How will I be assessed in English Literature?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE English Literature are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- end-of-year examination: 50 %

What benefits does English Literature provide?

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.

More information can be found on VCE English Literature by exploring the study design here.

FOOD STUDIES

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What is Food Studies?

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Food Studies Units

The study is made up of 4 units:

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

What will I do in Food Studies?

Students 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).

How will I be assessed in Food Studies?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Food Studies are as follows:

- Unit 3 School-assessed Coursework: 30 %
- Unit 4 School-assessed Coursework: 30 %
- end-of-year examination: 40 %

What benefits does Food Studies provide?

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

More information can be found on VCE Food Studies by exploring the study design here.

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What is Geography?

The study of Geography allows students to explore and analyse the characteristics of places that make up our world. The key focus of VCE Geography is on the concepts of *place, change* and *interconnection*; in other words, students explore what is changing in our world, where these changes are taking place, the impacts of the changes, and the various interconnected human and natural processes that have led to and will continue to affect the changes that are occurring.

Geography Units

The study is made up of 4 units:

Unit 1: Hazards and disasters

Unit 2: Tourism: issues and challenges

Unit 3: Changing the land

Unit 4: Human population: trends and issues

What will I do in Geography?

In VCE Geography, students will explore a range of real-world issues that are directly relevant to their futures and the future of our planet, including disasters, tourism, climate change, deforestation and population dynamics. Students explore how human and natural processes interconnect to produce both positive and negative impacts, and they will consider and evaluate the ways in which people can and do respond to these issues across a range of places. Students will investigate topics using a wide range of data types, including learning how to use geospatial technologies such as satellite imagery and, during fieldwork, GPS-based data collection methods.

How will I be assessed in Geography?

Students experience a wide range of assessment methods in Geography. In each of Units 1, 2 & 3, students produce a fieldwork report, based on a class excursion to a site relevant to the topic. Students may also undertake tasks such as research reports, case studies, data analyses, presentations, tests and exams. In Units 3 & 4, 50% of the final study score comes from the external examination.

Percentage contributions to the study score in VCE Geography are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- end-of-year examination: 50 %

What benefits does Geography provide?

Students in geography develop a wide range of skills, including data collection, presentation, and interpretation using traditional and technology-based methods. They learn to work with maps, graphs, satellite images, photos, transects, diagrams, and written text, synthesising data from various sources to reach conclusions. Their communication skills are enhanced, and they gain an understanding of diverse global places, fostering appreciation for natural and human environments. Geography's interdisciplinary nature complements subjects like Visual Communication Design, sciences, History, Economics, Legal Studies, and Health. These skills are valuable in careers such as spatial sciences, media, public policy, urban planning, law, international business, environment and sustainability, and social research.

More information can be found on VCE Geography by exploring the study design here.

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What is Health and Human Development?

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

Health and Human Development Units

The study is made up of 4 units:

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

What will I do in Health and Human Development?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

How will I be assessed in Health and Human Development?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework (SACs).

Percentage contributions to the study score in VCE Health & Human Development are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- end-of-year examination: 50 %

What benefits does Health and Human Development provide?

VCE Health and Human Development 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.

More information can be found on VCE Health and Human Development by exploring the study design here.

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What is History?

History involves structured inquiry into the actions and conditions that have shaped the past and present. Historians use sources and interpretations to analyse evidence and construct arguments. New understandings emerge as historians ask questions, revise interpretations, or discover new sources.

While often focusing on specific individuals and events, history's scope is vast, shaped by available sources and interpretative skills. VCE History allows students to explore various eras, events, people, and ideas.

History Units

The study is made up of 4 units:

Unit 1: Modern History – Change and Conflict

Unit 2: Modern History – The Changing World Order

Unit 3: Revolutions

Unit 4: Revolutions

What will I do in History?

The study of VCE History helps students understand themselves, others, and the contemporary world by examining events, ideas, and movements. It broadens perspectives on social, political, economic, and cultural conditions that shape the present. Students explore continuity and change, recognising history's relevance to contemporary issues. This study fosters the ability to ask questions, conduct independent research, and construct evidence-based arguments. Historical comprehension involves understanding sources in their context, linking them to the world in which they were produced. Ultimately, VCE History informs decision-making and understanding of human agency.

How will I be assessed in History?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the specified outcomes. All assessments for Units 1 and 2 are school based, with schools deciding the procedures for assessing achievement levels. Schools report results to the VCAA as S (satisfactory) or N (not satisfactory). The student's achievement level in Units 3 and 4 is determined by School-assessed Coursework/Tasks. The percentage contributions to the VCE History study score are:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End of Year Exam: 50 %

What benefits does History provide?

We can never fully know the past, as historical knowledge relies on interpreting sources used as evidence. Historians' judgments about significance are central and often debated, leading to contested interpretations. VCE History teaches students to navigate these debates, form their own opinions, and defend them with evidence. This study enhances critical thinking and helps students take informed positions on how the past informs the present and future, contributing to their development as informed and engaged citizens.

More information can be found on VCE History by exploring the study design here.

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What is Chinese First Language?

VCE Chinese First Language is designed for students who will typically have spent some time as a resident of China and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The language to be studied is the modern standard/official version of Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be 'putonghua' in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either simplified or complex characters in their writing.

Chinese First Language Units

The VCE Chinese First Language units are based on the following prescribed themes and topics, and suggested subtopics.

Self and others	Tradition and change in Chinese-speaking communities	The world around us
Personal world *For example, personal values and beliefs, self-identity, views of an ideal world, family life.*	***Literature and the Arts*** *For example, classic and contemporary literature, film, dance, art, music, entertainment.*	***Lifestyles*** *For example, customs and traditions, impact of technology, urbanisation, food in China, cultural diversity, travel, leisure.*
Contributing to the community *For example, voluntary work, caring for the aged, youth well-being, contributing to community services.*	***Stories from the past*** *For example, ancient philosophers, legends and myths, a significant historical period, festivals.*	***Current issues*** *For example, the environment and sustainability, the role of the media, globalisation, China and the world.*
Education and aspirations *For example, future of work and careers, lifelong learning, education systems, overseas study.*	***Youth issues*** *For example, global citizenship, relationships with family and friends, social media, youth in China.*	***Studies of Australia*** *For example, Aboriginal and Torres Strait Islander histories and cultures, sports culture, Chinese migration.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics

What will I do in Chinese First Language?

The study of Chinese develops students' abilities to understand and use the language of a country that is Australia's most important trading partner. There are Chinese-speaking communities in Australia and around the world and there are strong links between Australia and China in areas such as business, tourism and education. The study of Chinese promotes the strengthening of these links.

How will I be assessed in Chinese First Language?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Chinese First Language are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- end-of-year examination: 50 %

What benefits does Chinese First Language provide?

Students may wish to study Chinese as an academic subject for educational purposes, to further develop their knowledge and use of a language already important to them or to link this study to other areas of interest such as tourism, technology, the arts, education, finance and business.

More information can be found on VCE Chinese First Language by exploring the study design here.

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What is Chinese Second Language?

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. A number of dialects remain in active use. In addition, the character system has undergone significant evolution, standardisation and simplification over time. In contemporary overseas Chinese media, texts are commonly in either simplified or traditional/full-form characters, reflecting the diverse histories and preferences of these communities. Although both writing systems and the range of dialects should be recognised in any Chinese language curriculum, the priority in education is Modern Standard Chinese and the use of simplified characters as the internationally recognised 'official form' of Chinese.

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Eligibility Criteria

A student is NOT eligible for Chinese Second Language if they have had either:

- 12 months or more education in a school where Chinese is the medium of instruction, or
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong or Macau.

See the Enrolment application form.

Chinese Second Language Units

The VCE Chinese Second Language units are based on the following prescribed themes and topics, and suggested subtopics.

The individual	The Chinese-speaking communities	The world around us
• ***Personal identity*** For example, *naming, appearance and personalities, family and friends, daily routine/life, interests and hobbies, health and nutrition, leisure activities.*	• ***History and culture*** For example, *festivals, customs and traditions, legends and fables, famous people.*	• ***Global and contemporary society*** For example, *global citizenship, social and economic development, cultural diversity, the human impact on nature, environment and sustainability, volunteering, ideals, wellbeing of youth.*
• ***Relationships*** For example, *family and kinship, social relationships, home and neighbourhood, pets.*	• ***Arts and entertainment*** For example, *Chinese calligraphy and painting, Chinese opera, film, music/dance, sports.*	• ***Communication and media*** For example, *the internet and social media, news media and its influence, idols and celebrities.*
• ***Education and aspirations*** For example, *school life, study and routines, future plans and priorities, further education, employment opportunities, the world of work.*	• ***Living in a Chinese-speaking community*** For example, *urban and rural life, Chinese food and tea, Chinese costumes/fashion, holidays, sightseeing and places of interest, getting around (transport and directions, tickets and reservations), travel plans and accommodation.*	• ***The influence of science and technology*** For example, *innovations in science and technology, the impact of science and technology on society, smart houses, jobs of the future.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

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What will I do in Chinese Second Language?

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

How will I be assessed in Chinese Second Language?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Chinese are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination – Oral and Written: 50 %

What benefits does Chinese Second Language provide?

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Chinese-speaking communities in Australia and internationally in a variety of endeavours, including tourism, technology, finance, services and business.

More information can be found on VCE Chinese Second Language by exploring the study design here.

LANGUAGE–CHINESE Second Language Advanced

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What is Chinese Second Language Advanced?

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. A number of dialects remain in active use. In addition, the character system has undergone significant evolution, standardisation and simplification over time. In contemporary overseas Chinese media, texts are commonly in either simplified or traditional/full-form characters, reflecting the diverse histories and preferences of these communities. Although both writing systems and the range of dialects should be recognised in any Chinese language curriculum, the priority in education is Modern Standard Chinese and the use of simplified characters as the internationally recognised 'official form' of Chinese.

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Eligibility Criteria

A student is eligible for Chinese Second Language Advanced if:

- they have had no more than 7 years of education in a school where Chinese is the medium of instruction
- the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth.As the formal education commencement age for a Victorian student is 5 years of age, then all applicants will be deemed to have commenced formal education by the end of their 5th year of age, regardless of the setting.See the Enrolment application form.

Chinese Second Language Advanced Units

The individual	The Chinese-speaking communities	The world around us
• ***Personal identity*** For example, *naming, appearance and personalities, family and friends, daily routine/life, interests and hobbies, health and nutrition, leisure activities.*	• ***History and culture*** For example, *festivals, customs and traditions, legends and fables, famous people.*	• ***Global and contemporary society*** For example, *global citizenship, social and economic development, cultural diversity, the human impact on nature, environment and sustainability, volunteering, ideals, wellbeing of youth.*
• ***Relationships*** For example, *family and kinship, social relationships, home and neighbourhood, pets.*	• ***Arts and entertainment*** For example, *Chinese calligraphy and painting, Chinese opera, music/dance, sports.*	• ***Communication and media*** For example, *the internet and social media, news media and its influence, idols and celebrities.*
• ***Education and aspirations*** For example, *school life, study and routines, future plans and priorities, further education, employment opportunities, the world of work, career choices.*	• ***Living in a Chinese-speaking community*** For example, *urban and rural life, Chinese food and tea, Chinese costumes/fashion, holidays, sightseeing and places of interest, getting around (transport and directions, tickets and reservations), travel plans and accommodation.*	• ***The influence of science and technology*** For example, *innovations in science and technology, the impact of science and technology on society, smart houses, jobs of the future.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

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LANGUAGE–CHINESE Second Language Advanced

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What will I do in Chinese Second Language Advanced?

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

How will I be assessed in Chinese Second Language Advanced?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Chinese Second Language Advanced are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination - Oral and Written: 50 %

What benefits does Chinese Second Language Advanced provide?

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Chinese-speaking communities in Australia and internationally in a variety of endeavours, including tourism, technology, finance, services and business.

More information can be found on VCE Chinese Second Language Advanced by exploring the study design here.

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What is French?

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

What will I do in French?

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

How will I be assessed in French?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE French are as follows:

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

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French Units

The study is made up of 4 units. The VCE French units are based on the following prescribed themes and topics, and suggested subtopics.

The individual	The French-speaking communities	The world around us
• ***Personal identity and lifestyles*** For example, *personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues.*	• ***The francophone world*** For example, *the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France.*	• ***Global and contemporary society*** For example, *cultural and language identity, migration, the place of France in Europe, the European Union's global influence, effects of humans on nature, social justice, volunteering, charities, an ideal world, travel.*
• ***Relationships*** For example, *family and friends, school relationships, work relationships, pets, relationships through social media.*	• ***Historical perspectives*** For example, *important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures.*	• ***Communication and media*** For example, *the internet, advertising, social media, our connection to screens, newspapers, TV, radio, entertainment, cinema.*
• ***Aspirations, education and careers*** For example, *forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work–life balance.*	• ***French cultural perspectives*** For example, *fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.*	• ***Technology and science*** For example, *research, manufacturing, advances and innovations, the impact of technology and science on society, sustainability.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

What benefits does French provide?

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

More information can be found on VCE French by exploring the study design here.

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What is German?

The study of German contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of German provides students with the ability to understand and use a language that is spoken across Europe. German is the official language of Germany, Austria, Switzerland, Liechtenstein, Belgium, Luxembourg and South Tyrol in Italy. It is also one of the official languages of the European Union.

As well as being used within communities across Europe, Latin America and Africa, there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the cultures, traditions, beliefs, attitudes and values of these communities.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

What will I do in German?

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

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German Units

The study is made up of 4 units. The VCE German Units are based on the following prescribed themes and topics, and suggested subtopics.

The individual	The German-speaking communities	The world around us
• ***Personal identity and lifestyles*** For example, *daily life, personal opinions and values, adolescence, cultural identity and intercultural connections, health and wellbeing, rights and responsibilities, leisure.*	• ***Cultural heritage*** For example, *customs and traditions, celebrations, festivals and entertainment, the arts, legends and fairytales.*	• ***Global and contemporary society*** For example, *globalisation, global citizenship, environment and sustainability, migration, tourism and travel, diversity.*
• ***Relationships*** For example, *family and friends, school and social relationships, neighbourhood and community, intergenerational relationships.*	• ***Historical and contemporary perspectives*** For example, *important historical events in German-speaking countries, important historical figures, famous contemporary people (for example in the arts, sciences, sports, business), influence of the past on the present.*	• ***Communication and media*** For example, *the internet, social media and its influence, advertising and its impact.*
• ***Aspirations, education and careers*** For example, *future aspirations and career choices, challenges and goals, experiences of schooling, lifelong learning, flexible work-life balance.*	• ***Lifestyles in German-speaking countries and communities*** For example, *regional variations, the migration experience, German settlements in Australia.*	• ***The influence of science and technology*** For example, *impact of information technology on society and work, sources of energy, innovations and research in science and technology.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

How will I be assessed in German?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE German are as follows:

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

What benefits does German provide?

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with German-speaking communities in Australia and internationally in a variety of endeavours.

More information can be found on VCE German by exploring the study design here.

LEGAL STUDIES

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What is Legal Studies?

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system.

Legal Studies Units

The study is made up of 4 units:

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Unit 3: Rights and justice

Unit 4: The people, the law and reform

What will I do in Legal Studies?

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice: fairness, equality and access.

How will I be assessed in Legal Studies?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based and a matter for school decision. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Legal Studies are as follows:

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

What benefits does Legal Studies provide?

VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

More information can be found on VCE Legal Studies by exploring the study design here.

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Flow Chart for Year 11 Students

Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)	
General Mathematics	General Mathematics	*Prerequisite* – General Mathematics Units 1 & 2
Mathematical Methods	Mathematical Methods	*Prerequisite* – Mathematical Methods Units 1 & 2
Specialist Mathematics	Specialist Mathematics	*Prerequisite* – Specialist Mathematics Units 1 & 2

Note:

- All Year 12 mathematics subjects are sequences; single units cannot be taken individually. i.e. you must do Unit 3 and Unit 4 together.
- The Year 11 mathematics subjects should also be treated as sequences, although there is some flexibility to change direction after the first semester.
- The maximum number of Year 12 mathematics subjects recommended is two (4 units)
- All four mathematics sequences can be completed at both Year 11 and Year 12 however only two of these sequences will be included in the primary four used to calculate the ATAR

Some Suggested Pathways

Pathway 1 For students intending to undertake tertiary studies for which Year 12 Mathematics is a pre-requisite.

General Mathematics	1 and 2
General Mathematics	3 and 4

Pathway 2 Intended to provide a strong and broad background in maths for tertiary studies in areas such as commerce, economics, science, etc.

Mathematical Methods	1 and 2		General Mathematics	1 and 2
Mathematical Methods	3 and 4	**or**	Mathematical Methods	1 and 2
			General Mathematics	3 and 4
			Mathematical Methods	3 and 4

Pathway 3 Designed to prepare students for specialist tertiary studies in mathematics or mathematics-related areas such as engineering, physical sciences and computer science.

Mathematical Methods	1 and 2
Specialist Mathematics	1 and 2
Mathematical Methods	3 and 4
Specialist Mathematics	3 and 4

MATHEMATICS - General

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What is General Mathematics?

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

General Mathematics Units

The study is made up of 4 units.

What will I do in General Mathematics?

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. 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.

How will I be assessed in General Mathematics?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE General Mathematics are as follows:

- Unit 3 School-assessed Coursework: 24 %
- Unit 4 School-assessed Coursework: 16 %
- End-of-year examination 1: 30 %
- End-of-year examination 2: 30 %

What benefits does General Mathematics provide?

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

More information can be found on VCE General Mathematics by exploring the study design here.

MATHEMATICS - Methods

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What is Mathematics Methods?

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

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. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Mathematics Methods Units

The study is made up of 4 units.

What will I do in Mathematics Methods?

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.

How will I be assessed in Mathematics Methods?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Mathematical Methods are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 20 %
- End-of-year examination 1: 20 %
- End-of-year examination 2: 40 %

What benefits does Mathematics Methods provide?

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

More information can be found on VCE Mathematical Methods by exploring the study design here.

MATHEMATICS - Specialist

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What is Specialist Mathematics ?

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

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

Specialist Mathematics Units

The study is made up of 4 units and must be undertaken in conjunction with Mathematical Methods.

What will I do in Specialist Mathematics ?

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. 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 each unit as applicable.

How will I be assessed in Specialist Mathematics ?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Specialist Mathematics are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 20 %
- End-of-year examination 1: 20 %
- End-of-year examination 2: 40 %

What benefits does Specialist Mathematics provide?

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

More information can be found on VCE Specialist Mathematics by exploring the study design here.

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What is Media?

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

The growth of social media platforms means information is produced, distributed and consumed with increased immediacy, raising questions about accountability, regulation and influence. This growth has led to competition with traditional media forms and established media institutions. Traditional media continues to have power and influence, competing, cooperating and evolving alongside social media platforms. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

Media Units

The study is made up of 4 units:

Unit 1: Media forms, representations and Australian stories
Unit 2: Narrative across media forms
Unit 3: Media narratives and pre-production
Unit 4: Media production; agency and control in and of the media

What will I do in Media?

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. 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 role of the media in contributing to and influencing society.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

How will I be assessed in Media?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Media Studies are as follows:

- Unit 3 & 4 School-assessed Coursework: 20 %
- Unit 3 & 4 School-assessed Task: 40 %
- End-of-year examination: 40 %

What benefits does Media provide?

Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

More information can be found on VCE Media Studies by exploring the study design here.

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Individual VCE Units Summary

What is Music?

Music is a uniquely sound-based art form that exists distinctively in every culture and is a basic expression and reflection of human experience. Through creating, performing and analysing music, as well as exploring the theoretical concepts that underpin it, it allows for the imaginative, emotive and intellectual expression of ideas.

NOTE: Students should already have significant experience in learning their chosen instrument before selecting this subject. It is not suitable for beginners. Students are encouraged to discuss the possibility of this unit with their instrumental music teacher prior to subject selection. It is essential that students continue to take lessons from a specialist in their instrument in addition to taking this subject.

Music Units

VCE Music includes various streams. Highvale Secondary College is currently planning to offer:

Unit 1: Music – Organisation in Music

Unit 2: Music – Effect in Music

Units 3 & 4: Music Repertoire Performance

What will I do in Music?

VCE Music requires students to participate in all aspects of music: performance, analysis, theory and composition. Students develop and refine musicianship skills and knowledge and develop an awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, as well composing, arranging and improvising their own music creations. They will also develop performances of existing compositions. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and places.

How will I be assessed in Music?

Students are assessed on a range of tasks in music. In Units 1 & 2, students explore music through arranging and composing musical works. Across all units, students will perform a program of works on the selected instrument (or voice) and provide demonstration and/or explanation of materials and techniques used to help in learning notated musical works for performances. There are also tasks assessing students' knowledge of music theory and related concepts, and in analysing the performances of others.

For Units 3 & 4, students also undertake two external assessments; a performance exam and an end of year aural (listening) and written exam.

What benefits does Music provide?

Music develops general skills of self-discipline, time management, numeracy and literacy skills, resilience, confidence, persistence, problem-solving and creativity. It has also been shown to have a significant positive impact on the cognitive, motor, social, cultural and personal competencies of students.

More specifically, studying Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

In addition music can complement a range of other subjects, such as Media and Theatre Studies. Some of the skills learned, such as written analysis, are also relevant to subjects like English and History.

More information can be found on VCE Music by exploring the study design here.

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What is Physical Education?

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

Physical Education Units

The study is made up of 4 units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport, exercise and society

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

Unit 4: Training to improve performance

What will I do in Physical Education?

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

How will I be assessed in Physical Education?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 30 %
- End-of-year examination: 50 %

What benefits does Physical Education provide?

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

More information can be found on VCE Physical Education by exploring the study design here.

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What is Physics?

The study of VCE Physics involves 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.

Physics Units

The study is made up of 4 units:

Unit 1: How is energy useful to society?

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

Unit 3: How do fields explain motion and electricity?

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

What will I do in Physics?

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

How will I be assessed in Physics?

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. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and Unit 4 will be determined by School-assessed Coursework (SAC).

Percentage contributions to the study score in VCE Physics are as follows:

- Unit 3 School-assessed Coursework: 30 %
- Unit 4 School-assessed Coursework: 20 %
- End-of-year examination: 50 %

What benefits does Physics provide?

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.

More information can be found on VCE Physics by exploring the study design here.

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What is Product, Design and Technologies?

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

Product, Design and Technologies Units

The study is made up of 4 units:

Unit 1: Design practices
Unit 2: Positive impacts for end users
Unit 3: Ethical product design and development
Unit 4: Ethical production and evaluation

What will I do in Product, Design and Technologies?

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

How will I be assessed in Product, Design and Technologies?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Product, Design and Technology are as follows:

- Unit 3 & 4 School-assessed Coursework: 20 %
- Unit 3 & 4 School-assessed Task: 50 %
- End-of-year examination: 30 %

What benefits does Product, Design and Technologies provide?

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

More information can be found on VCE Product, Design and Technology by exploring the study design here.

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What is Psychology?

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

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.

Psychology Units

The study is made up of 4 units:

Unit 1: How are behaviour and mental processes shaped?
Unit 2: How do internal and external factors influence behaviour and mental processes?
Unit 3: How does experience affect behaviour and mental processes?
Unit 4: How is mental wellbeing supported and maintained?

What will I do in Psychology?

This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing
- develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research.

How will I be assessed in Psychology?

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. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The student's level of achievement in Units 3 and Unit 4 will be determined by School-assessed Coursework (SAC).

Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 30 %
- End-of-year examination: 50 %

What benefits does Psychology provide?

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.

More information can be found on VCE Psychology by exploring the study design here.

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What is Systems Engineering?

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle.

Systems Engineering Units

The study is made up of 4 units:

Unit 1: Electrotechnological systems design
Unit 2: Mechanical systems design
Unit 3: Ethical systems design
Unit 4: System production and innovative technologies

What will I do in Systems Engineering?

VCE Systems Engineering involves the human-centered and purposeful design, production, operation, evaluation and iteration of integrated systems that mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of system goals using project management skills, the generation of system designs using agile design principles, justified design trade-offs, and the selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create an engineered solution.

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

How will I be assessed in Systems Engineering?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Systems Engineering are as follows:

- Unit 3 & 4 School-assessed Coursework: 20 %
- Unit 3 & 4 School-assessed Task: 50 %
- End-of-year examination: 30 %

What benefits does Systems Engineering provide?

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

More information can be found on VCE Systems Engineering by exploring the study design here

THEATRE STUDIES

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What is Theatre Studies?

Theatre Studies explores the concept of theatre as a form of cultural and artistic expression, including the study of scripts, acting, directing and various production elements including sets, sound, costume, and lighting.

Theatre Studies Units

The study is made up of 4 units:

Unit 1: History of theatre styles and conventions pre-1945
Unit 2: Contemporary theatre styles and movements
Unit 3: Producing Theatre
Unit 4: Presenting an Interpretation

What will I do in Theatre Studies?

In Theatre Studies, students will take on various roles in theatre productions as part of both group and individual performances. This will include acting, directing, designing and making sets and costumes, or being involved in sound and lighting design. Students will interpret and analyse existing scripts to produce these performances.

As well as the practical side, students will explore theatre from both contemporary and past times, and from different cultures. They will learn about the conventions of various theatre styles and both use and challenge these in their own performances. Students will also analyse professional theatrical performances.

How will I be assessed in Theatre Studies?

Students will have a range of practical and written tasks to demonstrate not only their understanding of various theatre styles, but also their ability to produce performances. Written assessments could include structured questions, reports and multimedia presentations. For the final external assessment at the end of Units 3 & 4, students will present a performance of a monologue chosen from a set list and complete a written exam.

What benefits does Theatre Studies provide?

Theatre Studies develops a range of general skills, including analytical, evaluative and critical thinking skills, problem-solving, teamwork and communication skills. It provides an outlet for creative expression and the opportunity to develop an appreciation of theatre as an artform. Further, it develops in students an ability to understand a range of world views.

More specifically, Theatre Studies provides students with a range of technical and performance skills that can lead to further study and careers in the arts industry. This includes acting, directing, musical theatre, stage management, costume design, sound production and recording, playwriting and more.

Theatre Studies matches well with other arts subjects including Media and Music. It can also complement many other areas, such as Maths, Science and Humanities, providing students with a broader education and a different way of learning and being assessed.

More information can be found on VCE Theatre Studies by exploring the study design here

VISUAL COMMUNICATION DESIGN

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What is Visual Communication Design?

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

Visual Communication Design Units

The study is made up of 4 units:

Unit 1: Finding, reframing and resolving design problems
Unit 2: Design contexts and connections
Unit 3: Visual communication in design practice
Unit 4: Delivering design solutions

What will I do in Visual Communication Design?

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

What will I do in Visual Communication Design? *continued*

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

How will I be assessed in Visual Communication Design?

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework/Task.

Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 3 & 4 School-assessed Task: 50 %
- End-of-year examination: 30 %

What benefits does Visual Communication Design provide?

The study of VCE Visual Communication Design, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

More information can be found on VCE Visual Communication Design by exploring the study design here

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What is the VCE Vocational Major?

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

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

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

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

The VCE Vocational Major Structure

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

What will I do in The VCE Vocational Major?

A English subject / Literacy

In this subject, you will improve your reading, writing, speaking and listening skills in a broad variety of situations, so that you can collect and share information effectively.

You will analyse and interpret print, visual, spoken, digital and multimedia information, improving your ability to understand and create effective communications.

This subject will help you develop confidence in your written and spoken communication skills. This will prepare you to succeed in a variety of settings, including at work.

***A Math subject* – Numeracy**

In this subject, you will develop logical thinking and reasoning, and the ability to solve everyday problems. You will explore math theories, covering numbers, measurement, shapes, and data. Foundation Math will prepare you for 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

Personal Development Skills

In this subject, you will learn how to play an active role in your community. You will also create a deeper understanding and sense of your identity and your place in the world.

You will explore how communities work together on a local, national, and global scale. You will apply this by planning a project to help your own community, in a group with other students.

This subject will also help you learn about and build your emotional intelligence, social awareness, and leadership qualities. These relationship skills will help you succeed in the workplace, in further learning like university or TAFE, and in your personal life.

Work Related Skills

This subject helps you succeed in the rapidly changing world of work and study. You will explore different career options, develop a career action plan, and build job-seeking skills.

You will learn about healthy and safe workplaces, your rights at work, and how to support the people you work with. You will build communication and teamwork skills and learn how to negotiate important workplace relationships.

You will also identify your personal strengths and learn how to promote these in applications and interviews. You will create a professional portfolio for further education and job applications.

Vocational Education Training (VET)

VET can be completed either as a part of VCE or as the compulsory study for all students undertaking VCE-VM . It helps students explore possible career pathways in a practical and hands-on setting while gaining a valuable insight into their chosen industry. Some VET subjects require compulsory work placement as part of their course

VET enables students to gain qualifications as well as specific skills to help them in the workplace.

VET certificates allow secondary students to gain practical skills in a specific industry while contributing towards the completion of a senior secondary certificate. Students can complete VET through school-based apprenticeships and traineeships.

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How will I be assessed in The VCE Vocational Major?

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

What benefits does The VCE Vocational Major provide?

The VCE VM will help you prepare for:

- an apprenticeship or traineeship
- further education and training
- university, through alternative entry programs
- going straight into the workforce.

More information can be found on VCE Vocational Major by exploring the study design here

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What is the Victorian Pathways Certificate (VPC)?

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option to complete your studies.

It's designed for students who, for various reasons, aren't able or ready to complete the VCE or VCE VM.

The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years. You can work out the best time for you to start and finish the VPC with your school.

The coursework is delivered at a more accessible level than the VCE and VCE VM. Your teachers assess your progress through classroom activities.

The VPC is not an option for all students and will be recommended by your school to meet the needs of a specific student, decided in partnership with the student, parent and the school. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Where the VPC can take you

The VPC will help you prepare for:

- VCE and VCE VM
- entry-level VET, which could be at TAFE
- going straight into the workforce
- an apprenticeship or traineeship.

Your VPC subject options

You'll need to complete 12 or more units, including at least:

- 2 VPC Literacy units
- 2 VPC Numeracy units
- 2 VPC Work-Related Skills units
- 2 VPC Personal Development Skills units.
- The remaining four units can come from other VPC units or from a VET Certificate I or above subject.

You could also spend time learning in a workplace. You can combine the VPC with VCE or VCE VM units, or VET at Certificate I level or above.

Your VPC subject options

When you finish your VPC studies, you'll get:

- a Statement of Results from the VCAA
- a Statement of Attainment from your TAFE
- your VET qualification
- your Victorian Pathways Certificate.

For students who don't complete the full qualification, there will be a Student Achievement Profile summary.