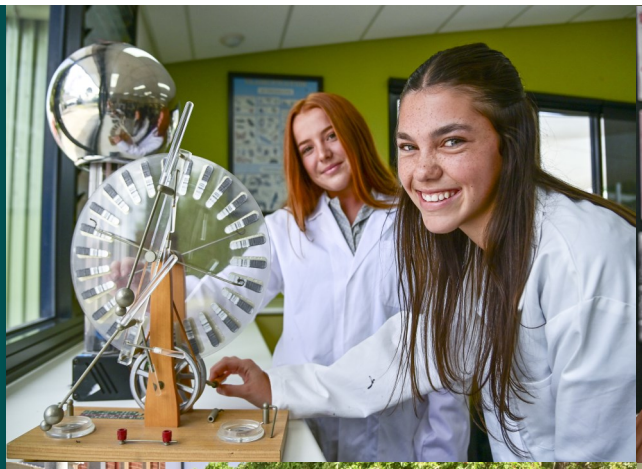
MORDIALLOC COLLEGE

VCE Course Selection Guide

Inspiring Tomorrow's Leaders



2025

PERSONAL BEST • INTEGRITY • RESPECT • RESPONSIBILITY

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INTRODUCTION

Mordialloc College Senior School offers a range of programs and VCE subjects to cater to a diverse range of student interests and to provide clear pathways for students from school to further study or employment. All subjects offer a challenge. All units are assessed by either a mixture of examinations and school assessments, or outcomes completed under teacher supervision. The subjects are designed to cater for a broad range of abilities. Success depends on an understanding of learning and good organisational skills and personal commitment.

Senior school coordinators will support the move into a more adult learning environment. Being a senior student has some privileges but with these privileges comes increased responsibility. Students commencing VCE studies in 2025 are well placed to continue to apply these skills in order to achieve senior school academic success. Study at the senior level requires a serious effort and strong commitment to studies and to the achievement of a balanced life so that the educational opportunities are maximised.

The first step is to select a VCE pathway and program that best serves the student's talents, aspirations and interests. Students should not choose pathways or subjects based upon friendships, comfort zones, teachers or whether a subject score is scaled up or down.

Students should investigate post-school options either at tertiary institutions or in the workforce by talking to teachers, the Careers and Pathways Coordinator, universities and TAFEs and utilising the school careers website at www.mordialloccollegecareers.com.

The Victorian Curriculum Assessment Authority (VCAA) provides up-to-date details about courses and subjects. These can be found on the website (www.vcaa.vic.edu.au).

Information about selecting subjects at Years 11 and 12 found on page 8, the subject descriptions throughout this course guide, and the 'Planning your Program' documents at the end of this booklet, will assist with course planning. Subject fees will be listed in Webchoices during course selection. Additional costs such as camps, excursions and additional stationery resources will be listed on the booklist and individual events. Course counsellors will meet online with students and their parents or carers early in Term 3 2024 to assist in the identification of a preferred course of study.

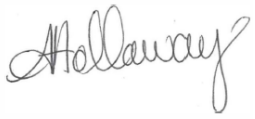
We wish you all the best with your choices for the conclusion of your secondary schooling at Mordialloc College. Please contact us if you require any further support.

Kind regards

The Senior School Team

Ms Tracey Bastin
Assistant Principal Senior School

Ms Susan Cochrane
Senior School Director



Ms Angela Holloway
Year 12 Coordinator

Ms Bella Barker
Year 11 coordinator

Ms Kellie Goebel
Year 11 Coordinator

Ms Georgia Davey
Year 10 Coordinator

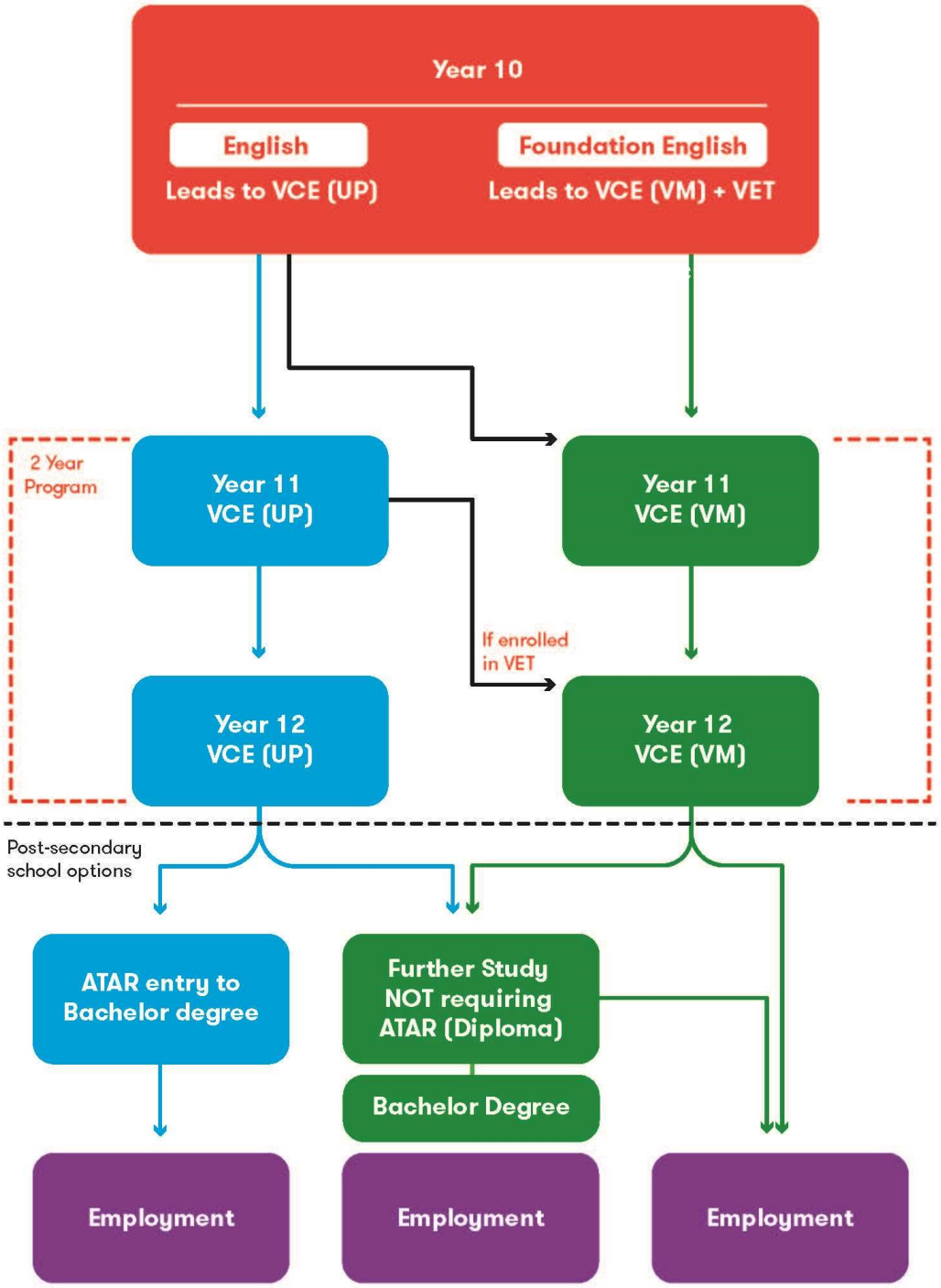
Ms Doanvy Roberts
Pathways &
Careers Coordinator

SENIOR SCHOOL PROGRAMS

The following programs are offered in the senior years at Mordialloc College, under the auspices of the Victorian Curriculum Assessment Authority (VCAA).

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Mordialloc College offers two VCE options for students in the Senior School for Year 11 and 12: the VCE (University Pathway) and the VCE (Vocational Major). The VCE (Vocational Major) replaces the Intermediate and Senior VCAL. It sits within the VCE framework to provide a stronger educational choice for students who wish to choose an applied pathway. In order to clearly differentiate the two programs, we will refer to the standard VCE as VCE (University Pathway) as it provides students with an option to obtain an Australian Tertiary Admission Rank (ATAR) that can lead to further education if desired.



VCE University Pathway (UP)

Usually offered over a two year period (Years 11 and 12), the program consists of 20 semester-based units of study. A successful completion with an appropriate ATAR is the normal entry requirement into a tertiary institution but students also have the option to choose TAFE, apprenticeship or employment pathways upon completion of the certificate.

Year 11: All VCE students at Mordialloc College will be required to select five subjects (ten semester-length units of study: five per semester). Of these five subjects of study a maximum of one sequence may be chosen from Units 3 & 4 (if a student has achieved marks in the high bands throughout their accelerated Units 1 & 2 studies) unless you are a SEAL student.

Year 12: All VCE students will be required to select five subjects of study (five 3 & 4 sequences). The only exception to this is if a student has already achieved two VCE study scores of 40 or higher in Year 11 whereby they will be able to select four subjects for Year 12.

Sample VCE (UP) Program

Year 11	English elective Units 1&2	Elective Units 1&2	Elective Units 1&2	Elective Units 1&2	Elective Units 1&2
Year 12	English elective Units 3&4	Elective Units 3&4	Elective Units 3&4	Elective Units 3&4	Elective Units 3&4

VCE Vocational Major (VM)

The VCE Vocational Major is a new vocational and applied learning program within the VCE pathway, available to year 11's and 12's. Students study four core subjects including Literacy, Numeracy (or equivalent VCE Maths), Work Related Skills and Personal Development Skills. There will also be an opportunity to do a VCE elective in Year 11. Year 11 VCE elective options include Food Technology, Psychology, Health and Human Development and Product Design and Technologies. Year 12 students will continue engaging in unit 3 and 4 of their chosen elective, which includes Business Management, Physical Education and Outdoor Education. These subjects will be run within the VM Program depending on demand. Additionally, students will also need to choose a VET course (or continue with one if they had commenced it in Year 10/11) and participate in work placements opportunities (a compulsory part of the program). School-based apprenticeships or traineeships are also available within the VCE VM program. More information is available on this program on page 58.

VCE (VM) students do not receive an ATAR (Australian Tertiary Admission Rank), which means they are not eligible to apply for direct entry into university courses at the end of Year 12. However, they are able to apply for university once they have completed an appropriate pathway diploma or advanced diploma at TAFE.

If you would like to be considered for this VCE stream, it is important that you talk to your Year Level Coordinator and a Careers and Pathways Adviser. This opportunity is only available if you are confident in your future direction and with consultation and agreement of the school and parents/guardians. <u>It is not possible once you have moved into this stream to return to the VCE (University Pathway) stream.</u>

Sample VCE (VM) Program

Year 11	VCE VM Literacy Units 1&2	VCE VM Numeracy Units 1&2	VCE VM Work Related Skills & Personal Development Skills Units 1&2	VCE VM Elective	VET + work placement or school-based apprenticeship
Year 12	VCE VM Literacy Units 3&4	VCE VM Numeracy Units 3&4	VCE VM Work Related Skills & Personal Development Skills Units 3&4	VCE VM Elective	

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VET)

VET courses are available as a compulsory part of the VCE (VM) program. VCE (VM) students need to complete at least 180 nominal hours of VET training to achieve their certificate.

Students combine their school-based studies with a VET program which may mean attending a TAFE, Registered Training Organisation (RTO) or workplace for training.

Upon completion of a VET program, students may receive a nationally recognised certificate (e.g. Certificate II in Engineering, Certificate III in Laboratory Skills) as well as VCE credits. VET programs are competency-based learning, which means that students have to perform tasks and duties to a standard expected in employment. VET aims to better prepare young people for the world of work by giving them vocational skills and experience during their senior secondary schooling. More information is available about VET courses on page 62.

ENTRY TO YEAR 11 AND 12

Entry into either VCE program is not automatic. Students must have attended at least 90% of all scheduled classes, be at an appropriate standard in English and Mathematics, demonstrate very good work habits and have completed all Year 10 Benchmark Tasks to be eligible for entry into VCE studies. Any student who is academically underachieving may be closely monitored and any student not at an appropriate academic standard for VCE will be placed on probation where they will need to demonstrate the capacity to improve and their readiness for a VCE pathway. The probation period will be between course counselling and Headstart where identified students will need to demonstrate improvement. Alternative pathways enrolments may be required as a fall back should students not successfully complete Semester 2 Benchmark tasks or not meet the 90% attendance requirement. Students may also repeat Year 10.

SPECIAL PROVISIONS

Some students may find it necessary to complete their senior program over three years. This may include a middle 'linking year' during which a combination of Unit 1 & 2 and Unit 3 & 4 subjects are attempted.

Students with learning difficulties or physical impairments may apply for special exam arrangements (SEA) for school assessed coursework and examinations. Provisions may include computers, separate rooms, rest breaks and in very rare cases, extra time. This is only possible with an official diagnosis and VCAA review and approval and relevant documentation needs to be completed early in the school year. Students who think they may be eligible need to discuss this with the Director of Senior School well in advance as it may take a considerable amount of time for families to complete external medical assessments for the required documentation.

STUDENT DECLARATION

Before participating in any of the Senior Programs, students must sign a student declaration. This is an agreement between the student and the VCAA to abide by the regulations. It is therefore important to recognise that by undertaking these studies it is the individual student who is responsible for supplying complete and accurate information to the Authority with regard to personal details, and that it is the student who agrees to abide by the rules and instructions relating to the VCE and VET assessment programs and matters of discipline.

ATTENDANCE

To allow teachers to legally authenticate submitted work, students must attend sufficient classes to undertake the coursework and associated assessment tasks as outlined in the VCE Administrative Handbook. The College has fixed an attendance level at 90%. Where attendance does not meet the required level the student may be awarded an 'N' (Not Satisfactory) for the relevant outcome and as such the Unit will be awarded an overall 'N' rating.

SELECTING SUBJECTS AT YEARS 11 and 12

Before selecting a course of study for 2025 and beyond, it is important to consider the following:

- What do I want to do in the future?

Do my goals include:

- University
- TAFE
- Apprenticeship/Traineeship
- Employment

Whatever your ambitions, be sure you know what is required to be studied at Year 11 and 12 to assist you in achieving your goals. Check VTAC Guides as some institutes set out particular subjects that are prerequisites to qualify for entry; others have strong recommendations of subjects that should be studied. If you are worried about choices, remember there are many learning pathways and different ways to enter into a particular career. There are many careers that will suit each person. The Careers and Pathways Coordinator is available to answer all questions regarding subject choice and prerequisite studies for tertiary study and alternative pathways. Some questions may include:

- Do I have the ability to handle the subjects or course I wish to take? Generally, a positive performance ('at or above the expected level' on Victorian Curriculum or better) is a good indicator of likely achievement at Year 11. If you struggled with Mathematics in previous years, it would be difficult to cope with the high level maths at Years 11 and 12, such as Mathematical Methods.
- Does the subject interest me? This is very important. If you have a definite interest in a subject or a related area you are more likely to be willing to do the work and succeed.
- Does the subject choice provide me with a balanced course? Leave your options open. A broad course provides flexibility to cope with changed circumstance.
- Do I understand the nature of the subject/s that I am selecting? Work carefully through the descriptors of the subjects. It is essential that you have a good understanding of what the subject involves before you make your choices.
- Students are advised not to select subjects on the basis that they 'scale-up' for the ATAR unless they are good at that subject and also find it interesting. The scaling effect is negligible if a student does not do well in that subject. Students concerned about Mathematics or Science pre-requisites should discuss alternative pathway and course options with the Careers and Pathways Coordinator.

DO NOT choose subjects based on what your friends may choose or who could potentially be the teacher. Course specialisation is greater in Year 11 than in any previous year therefore, poor or inappropriate selections can be difficult to reverse at a later date. Consult with Mentors, Year Level Coordinators, the Director of Senior School, the Careers and Pathways Coordinator, subject teachers, parents and others.

VCE (UP) STUDIES

Areas of study: There are over 40 different studies in VCE (UP) arranged into different fields of study; we offer a majority of these based on student interest. If a study does not have sufficient numbers we are unable to run it onsite.

Unit Outcomes and School Assessed Coursework (SAC): Outcomes refer to key knowledge and key skills. Each study has between two and four outcomes, which must be satisfactorily completed. Achievement of the outcomes is based on teachers' assessment of students' performance on assessment tasks completed in class time within a specified time under teacher supervision.

Within the VCE (UP) , marks for Units 1 & 2 are used for internal reporting and do not contribute to the ATAR (Australian Tertiary Admission Rank). In Units 3 & 4, marks are allocated for SACs and contribute to the final study score; these are reported to the VCAA. Final Study Scores issued for Units 3 & 4 are a combination of marks allocated for SACs and Examinations.

VCAA REQUIREMENTS TO ACHIEVE THE VCE CERTIFICATE

What do I have to do to get my VCE (University pathway)?

You MUST satisfactorily complete a minimum of 16 units including:

- three units from the English group including both Units 3 and 4
- three other Unit 3 and 4 sequences (which could include VET sequences)

What do I have to do to get my VCE (Vocational Major)?

Students must successfully complete a minimum of 16 units, including:

- At least 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences

As part of this, over Years 11 and 12 students need to complete:

- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

SCHOOL-BASED APPRENTICESHIPS and TRAINEESHIPS (SBAT)

These are recognised within both VCE pathways but at Mordialloc College can only be undertaken within a VCE (VM) program. The academic requirements of VCE (University Pathway) make combining it with an SBAT inadvisable. In order to participate, students need to find an employer. The College can advise the student and employer on how to organise the apprenticeship registrations and training through a Registered Training Organisation (RTO). The benefit of a school-based apprenticeship is that it allows students to get a head start with their career by undertaking the apprenticeship qualification and earning apprenticeship wages, whilst completing their secondary school certificate.

SBAT students must undertake at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program. Within the VCE (VM) program, students undertake one day of Structured Workplace Learning (SWL) and one day of TAFE or an SBAT.

Students interested in undertaking an SBAT must discuss this with a Careers and Pathways advisor.

HEADSTART

Mordialloc College works with the Department of Education and Training's HEADSTART program and has staff on-site. The HEADSTART program organises personalised school-based apprenticeship and traineeship program. HEADSTART students complete paid, on-the-job training whilst also completing school. Students remain with HEADSTART until they have finished their training. Entry to the HEADSTART program requires students to meet a range of criteria and assessment on work readiness as decided by the HEADSTART team.

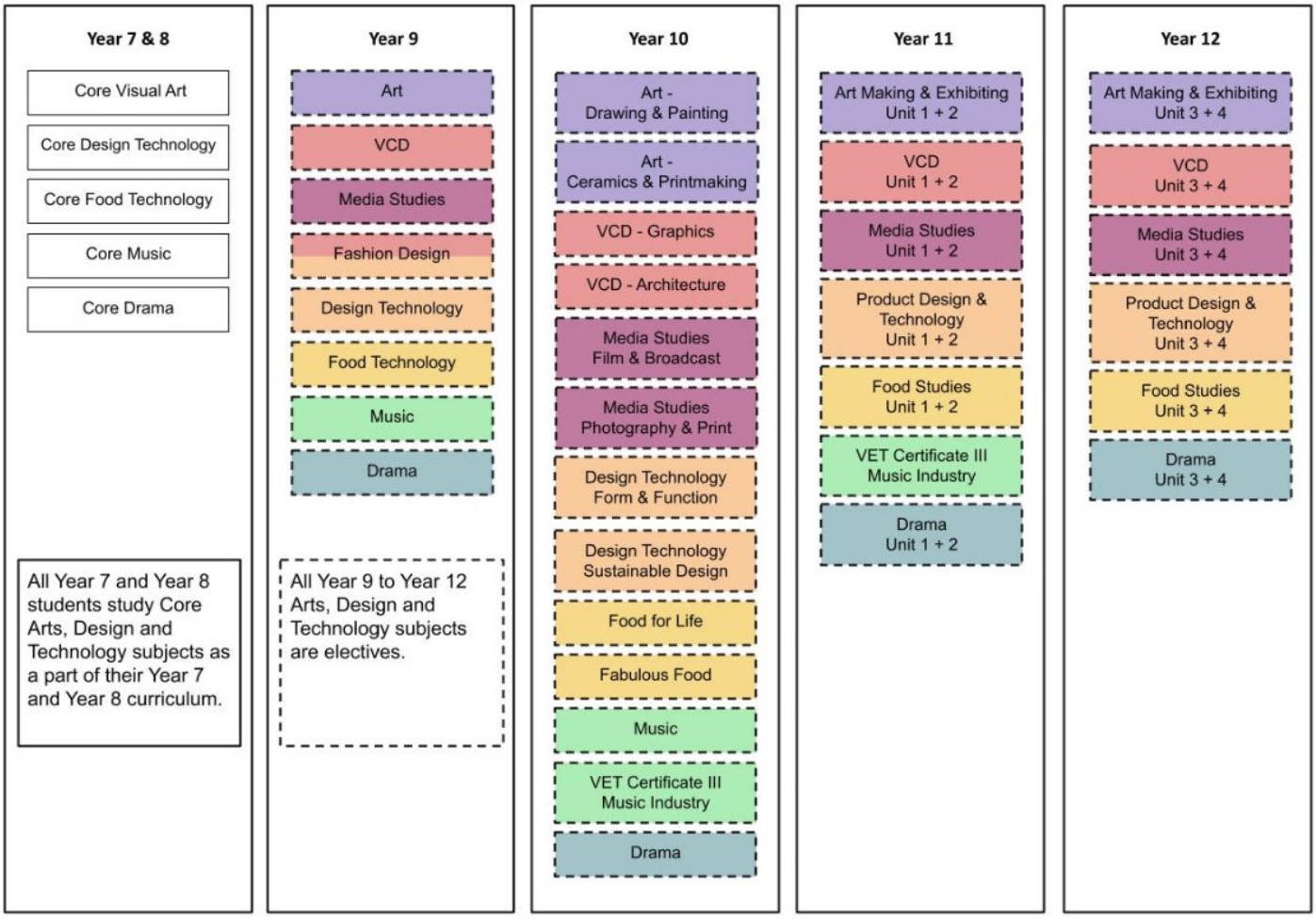
SELECT ENTRY ACCELERATED LEARNING (SEAL) PROGRAM

Please see the separate SEAL program supplement for details, options and requirements of the program.

AREAS OF LEARNING

ARTS and TECHNOLOGY

Arts, Design and Technology Pathway



ARTS AND TECHNOLOGY—continued

Art Making and Exhibiting

Content Overview

The study is made up of four units:

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, Develop and Resolve

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

Unit 3: Collect, Extend and Connect

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

Unit 4: Consolidate, Present and Conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Recommendations

There are no prerequisites for entry to Units 1 & 2. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

In Units 3 & 4, the subject study score is comprised of:

- 60% visual diary studio process including exploration proposal and workplan - Unit 3, and final artworks - Unit 4
- 10% school assessed coursework
- 30% external examination.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: See the link here

ARTS AND TECHNOLOGY—continued

Drama

This study provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters, achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works.

Content Overview

The study is made up of four units:

Unit 1: Introducing Performance Styles

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students analyse & evaluate a professional drama performance to meet the requirements of Outcome 4.

Unit 2: Australian Identity

This unit focuses on the use and documentation of processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians.

Students analyse & evaluate a professional drama performance to meet the requirements of Outcome 4.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Unit 4: Devised Solo Performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Drama—continued

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs (folio, written and performance tasks) and end of semester exams.

In Units 3 and 4, assessment includes:

- one ensemble performance (school assessed)
- analytical reports on performance work developed, a written analysis of a professional performance
- a solo performance (externally assessed)
- a folio of performance development documentation (including research task), and the written examination at the end of the year.

The school assessed coursework for Units 3 and 4 contributes 40% to the study score, whilst the externally assessed solo performance contributes 35% and the written examination 25%.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Food Studies

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. Students research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Content Overview

The study is made up of four units:

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural based agriculture, to today's urban living and global trade in food.

They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Food Studies—continued

Unit 4: Food Issues. Challenges and futures

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

Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship.

Students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Assessment in unit 1 and 2, 3 and 4 is a variety of tasks including:

- Practical cooking tasks
- Dietary analysis
- Structured questions
- Media reports
- Data analysis
- End of Semester Exam

Unit 3

School-assessed Coursework: 30%

Unit 4

School-assessed Coursework: 30%

Final VCE End-of-Year examination: 40%

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills—Click here

Media

Lights, camera, action! VCE Media is a blend of critical analysis, creative expression, and technical know-how. This subject immerses you in the dynamic realm of media, where stories come alive, perceptions are shaped, and creativity knows no bounds. You'll explore the ever-evolving landscape of media, from its historical roots to its cutting-edge present.

You'll discover that media is more than just entertainment—it's a powerful force that influences and reflects our society. You'll unravel the intricate relationship between media and its audiences, delving into the realms of influence, power, agency, and the formation of views and values. From photography to broadcast media, from social platforms to established institutions, you'll analyse the profound impact of media in shaping our world.

You'll gain invaluable skills in media design and production across a range of engaging forms, mainly photography, film and print. From crafting compelling narratives to utilising industry standard software (Adobe suite) and technology (DSLR & Film cameras), you'll learn to create media products that captivate audiences and convey powerful messages. So, if you're ready to unravel the secrets behind the screen, to understand the impact and intricacies of the media, and to unleash your creative potential, VCE Media is for you!

Content Overview

The study is made up of four units:

Unit 1: Media forms, representations and Australian stories

How do we see ourselves and our world in media products?

In this unit we explore the captivating world where audiences and the media intersect. We embark on a journey across various media forms, including photography, film, and print, exploring both the analytical and practical aspects. We investigate the profound influence of media codes, conventions, and narratives, and their role in crafting representations within media products. Through engaging assessments like film analysis and researching media representation, you'll also have the exciting opportunity to create your own media product using industry-standard technology and cutting-edge software.

Unit 2: Narrative across media forms

How can we use the production process to create our own media narratives?

In this unit, students investigate the development of media creators' style and explore the production process to create their own media narratives. Additionally, they examine the profound impact of new media technologies on both individuals and society. Students further develop an understanding of the concept of narrative in both traditional and newer forms, including film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

Unit 3: Media narratives, contexts and pre-production

How does the context of a narrative influence its construction and audience readings?

In this unit, students explore stories that circulate in society through a close analysis of a media narrative (feature length film). Students will learn to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced. Students will also begin researching, experimenting and planning for a media production in a chosen media form of their choice (Photography, film or print).

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

How do students realise their intention through their media productions?

In this unit, students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. In addition, students delve into the intricate relationship between the media and audiences, with a particular focus on the dynamic opportunities and challenges presented by the ever-evolving media industry. An essential aspect of this exploration revolves around investigating the balance of power and influence: Who truly holds power and influence, the media or the audiences?

Media - continued

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1—4 tasks include written responses and analyses, portfolio work, a practical piece and an End of Semester Exam.

In Unit 3 and 4, the subject study score is comprised of 20% written responses (short and extended questions), 40% folio and practical work, and 40% end-of-year examination.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Product Design and Technology

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design and address these factors relevant to their design situation. The importance of environmental sustainability and its impact on product design and development is also explored further.

Content Overview

The study is made up of four units:

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2: Positive impact for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3: Ethical Product Design and Development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Unit 4: Product development and evaluation

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Product Design and Technology - continued

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment:

Unit 1 & 2 assessment includes SACs and end of semester exams.

Units 3 & 4 study score comprises of:

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

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students employ a design process to generate and develop visual communications which provides a structure to organise design thinking. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and manual and digital production methods when creating visual communications. Students investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. They are able to draw on this knowledge as inspiration to support the development of their own visual communication design work.

Content Overview

The study is made up of four units:

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design Context and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on concept of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices.

Unit 3: Visual Communication in Design Process

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practicing in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Visual Communication Design - continued

Unit 4: Design development and presentation

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Recommendations

There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

- A folio of visual communications for specific contexts, purposes and audiences showing evidence of two and three dimensional drawing skills and digital methods.
- Analyses of visual communications evident in annotation and a written report
- A pitch presenting and explaining visual communication
- Design process final presentation

Unit 1 & 2 assessment includes SACs and end of semester exams.

Units 3 & 4 study score comprises of:

- Units 3 and 4 school-assessed coursework: 20%
- School-assessed task: 50%
- End-of-year examination: 30%

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability Skills: Click here

ENGLISH

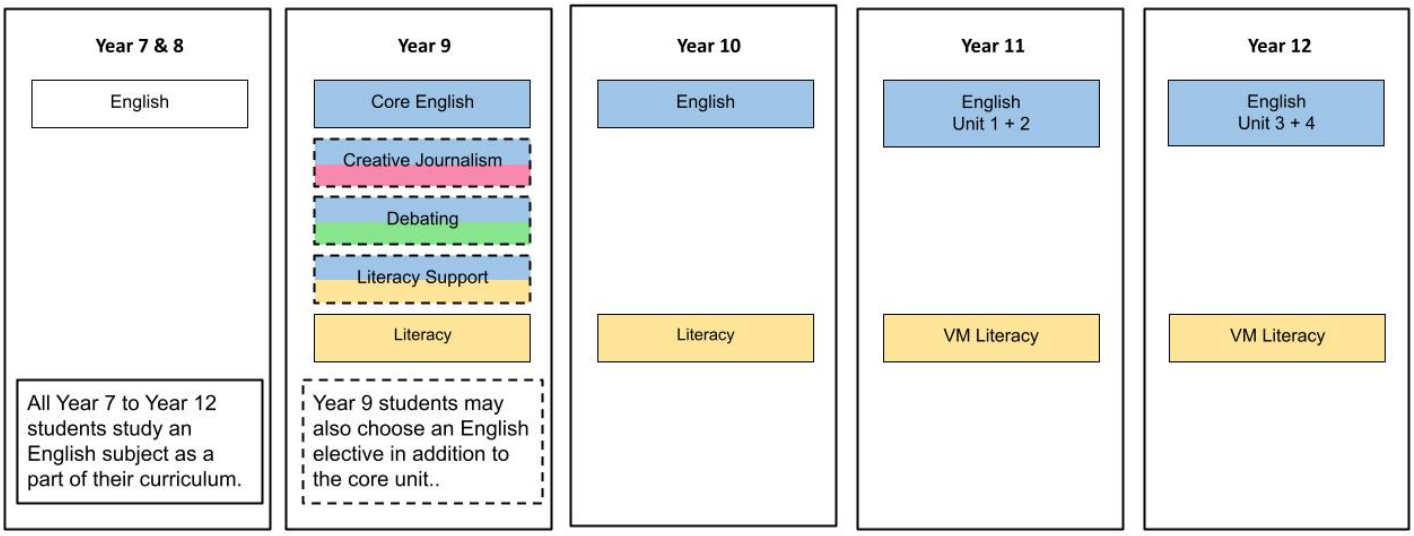
English Requirement

English is the only compulsory component of the VCE and is required for students to obtain their VCE and an ATAR.

Students must complete at least three units of English over their Year 11 and 12 studies, including both Units 3 & 4 in the same year (Year 12).

English is included in all students' primary four subjects when calculating an ATAR regardless of whether or not their English study score is one of their four highest scores.

English Pathway



English

English encourages skills that allow us to communicate with and understand the world around us. It helps us to access information, form and articulate our own opinions and further develop a sense of ourselves, our world, and our place in it. English helps equip us for participation in a democratic society and the global community.

Content Overview

The study is made up of four units:

Unit 1

- Creating and crafting written texts for a range of purposes, whilst exploring a contemporary framework idea.
- Analysing and responding personally to a text.

Unit 2

- Analysing persuasive language and how it is used to influence a reader, in written and audio-visual texts.
- Orally presenting an opinion on a contemporary issue.

Unit 3

- Creating and crafting written texts for a range of purposes, whilst exploring a contemporary framework idea.
- Analysing and responding to poetry, unpacking the author's purpose and perspective.

Unit 4

- Analysing persuasive language and how it is used to influence a reader, in written and audio-visual texts.
- Orally presenting an opinion on a contemporary issue.
- Analysing and responding to a text, unpacking the author's purpose and perspective.

Recommendations

English is a compulsory subject for VCE-UP. Students must have a Satisfactory result for either Unit 1 or 2 to proceed to Unit 3. Students must undertake Unit 3 prior to Unit 4. Students must have completed mainstream English at Year 10 to undertake Units 1 and 2. ***It is strongly encouraged*** that students undertake Units 1 & 2 before commencing Unit 3 & 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include:

- Creative pieces tailored to a range of purposes
- Oral presentations
- Analytical essays

Units 3 & 4 study score comprises of:

- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

This course is developed to support students in meeting the language demands of post-school employment, further education and participation in a democratic society. Many tertiary courses need a 25 study score in English as a prerequisite.

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability Skills: Click here

English as an Additional Language (EAL)

EAL Eligibility Criteria

Students who wish to apply for EAL status are only eligible if they meet the following 2 conditions:

- Have been a resident of Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years (calculated over the course of their whole life). Or the student is an Indigenous Australian whose first language is not English.
- English has been the student's major language of instruction for a total period of not more than seven (7) years over the entire period of their education.

If a student meets the above conditions and wishes to apply for EAL status, they must be able to provide supporting documentation.

This study aims to develop competence in the understanding and use of English for a variety of purposes. It encourages learning in which students take responsibility for their language development.

Coursework mostly follows the same content as VCE English however assessment tasks and examinations will vary.

Content Overview

The study is made up of four units:

Unit 1

- Analysing and responding personally to a text
- Creating and crafting written texts for a range of purposes, whilst exploring a contemporary framework idea

Unit 2

- Analysing persuasive language and how it is used to influence a reader, in written and audio-visual texts
- Orally presenting an opinion on a contemporary issue
- Analysing and responding to a text.

Unit 3

- Analysing and responding to a text
- Comprehension of an audio-visual text focused on the values of a set text
- Creating and crafting written texts for a range of purposes, whilst exploring a contemporary framework idea

Unit 4

- Analysing and responding to a text
- Analysing persuasive language and how it is used to influence a reader, in written and audio-visual texts.
- Orally presenting an opinion on a contemporary issue

Recommendations

English is a compulsory subject for VCE-UP; eligible students are encouraged to complete EAL which gives consideration to their status as an additional-language learner. Students must have a Satisfactory result for either Unit 1 or 2 to proceed to Unit 3. Students must undertake Unit 3 prior to Unit 4.

English as an Additional Language – continued

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include;

- Creative pieces tailored to a range of purposes with commentary reflecting on the writing process
- Analytical essays
- Oral presentations
- Listening comprehension tasks

Units 3 & 4 study score comprises of:

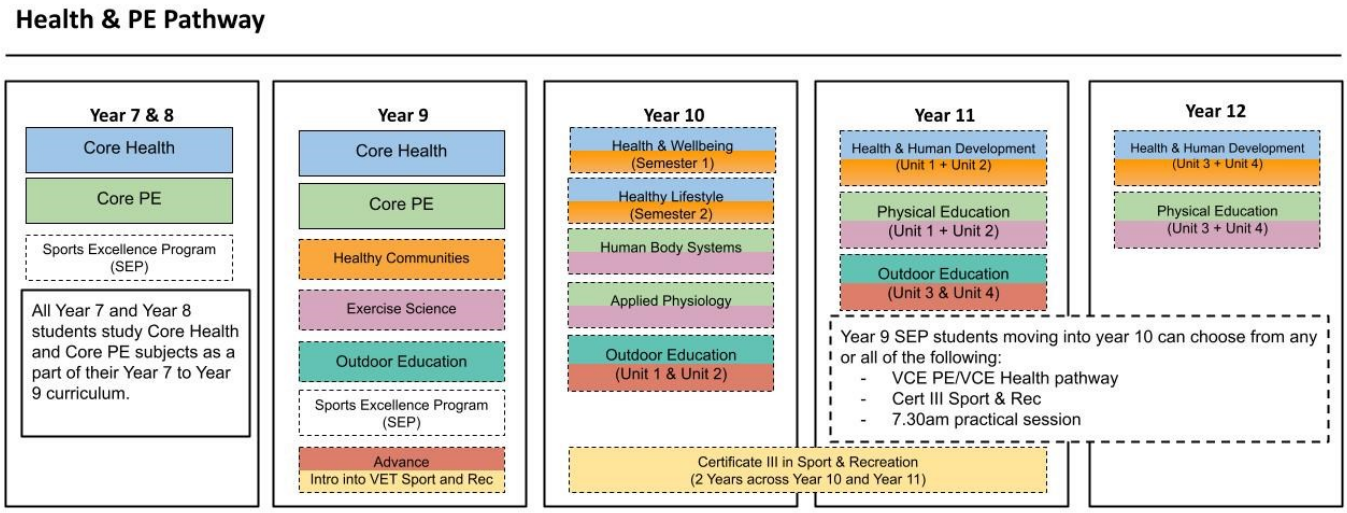
- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

This study is developed to support students in meeting the language demands of post-school employment, further education, and participation in a democratic society.

Most tertiary courses require a study score of 30 or more in EAL as a prerequisite.

HEALTH AND PHYSICAL EDUCATION



Health and Human Development

The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in influencing their own health and development, and the health of their local and global communities.

Content Overview

This study is made up of four units which cover the following topics:

Unit 1 - Understanding Health and Wellbeing

Area of Study 1: Concepts of health

In this Area of Study, students will investigate sociocultural factors that impact the decisions people make in relation to their health and the health of their communities. Students will focus on the health status of youth, and how sociocultural factors cause variations in health status.

Area of Study 2: Youth Health and Wellbeing

In this area of study, students apply the concepts of health and wellbeing from Area of Study 1 to their study of Australia's youth. They identify major health inequities impact youth and reflect on causes. As part of this, students will conduct a research investigation to find out what health outcomes youth focus on and are concerned about.

Area of Study 3: Health and nutrition

In this Area of Study, students explore food and nutrition as foundations for good health. They investigate the roles and sources of major nutrients and the use of food selection models and other initiatives to promote healthy eating. On completion of this Area of Study, students should be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Unit 2 - Managing Health and Development

Area of Study 1: Developmental transitions

In this Area of Study, students will examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions and protective factors including behaviours. Students examine parenthood as a transition from youth to adulthood and later health status.

Health and Human Development - continued

Area of Study 2: Youth health literacy

Students will investigate the health system in Australia from the perspective of youth and their rights and responsibilities. They examine the functions of various entities that play a role in our health system.

Unit 3: Australia's Health in a Globalised World

Area of Study 1: Understanding health and wellbeing

- Health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.
- Fundamental conditions required for health improvement, as stated by the World Health Organization (WHO)

Area of Study 2: Promoting health in Australia

- Health promotion and improvements in population health over time
- Public health approaches and the different models as they research health improvements and evaluate successful programs.

Unit 4: Health and Human Development in a Global Context

Area of Study 1: Global health and human development

- Health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live .
- The health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people .

Area of Study 2: Health and the sustainable Development Goals

- Global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Recommendations

There are no prerequisites for Units 1 & 2. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 may need to undertake preparatory work related to Unit 1.

Outdoor and Environmental Studies—Units 3 & 4

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

This subject is the next step following the successful completion of Year 10 Outdoor and Environmental Studies and is only available to Year 11 students.

Content Overview
This study is made up of two units with which the students will engage in practical outdoor experiences to develop theoretical knowledge and skills..

Unit 3: Relationships with Outdoor Environments

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

Unit 4: Sustainable outdoor environments

- Area Of Study 1 - The importance of healthy outdoor environments
- Area of Study 2 - The future of outdoor environments
- Area Of Study 3 - Investigating outdoor environments
- Written report documenting findings during practical experiences.
- Practical logbook kept during practical experiences throughout Unit 3 and Unit 4.

**Please note, this subject and proposed trips, camps and excursions will incur a ongoing payment (fee) throughout the year.

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Unit 1-4 assessment tasks include:

- Practical experiences (camps and excursions) - attendance is a compulsory part of the course as it links to content and assessment.
- Practical journals
- AOS School- assessed Coursework (SAC)

Unit 3 and Unit 4 study score comprises of:

- School- assessed Coursework (50% or Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

Tertiary education including university courses (not limited to) education, environmental science, natural resources.

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Physical Education

Physical Education focuses on the relationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performance and participation in physical activity.

Content Overview

The study is made up of four units:

Unit 1: The Human Body in Motion

Area of Study 1: How does the musculoskeletal system produce movement?

- Students will investigate how the muscular and skeletal systems work together to produce movement in physical activity and sport. They will investigate common illness and injury related to these body systems, and evaluate prehab and rehab protocols used to return to play.• Students will engage in a variety of practical activities that allow them to explore, refine and apply their knowledge and skills during the course.

Area of Study 2: The role of the cardiorespiratory system in movement

- Students will investigate how the heart, lungs and blood vessels function during physical activity and rest. Students will also develop their understanding of how aerobic training improves cardiovascular and respiratory function, and various methods that can be used to improve cardiovascular function.
- Students will engage in a variety of practical activities that allow them to explore, refine and apply their knowledge and skills during the course.

Unit 2: Physical activity, sport and society

Area of Study 1: How do physical activity, sport and exercise contribute to healthy lifestyles?

- In this area of study, students focus on the role of physical activity, sport and exercise in developing and promoting healthy lifestyles.
- Students examine factors that influence participation in physical activity, and they develop an understanding of the various strategies to measure participation in physical activity.

Area of Study 2: Contemporary issues associated with sport and physical activity

- In this area of study, students will focus on a range of issues associated with physical activity at the local, nation and global level.

- Once prepared, students will explore in detail, one contemporary issue relevant to physical activity and or sport, and prescribe and participate in practical activities to highlight the issue.

Unit 3: Movement skills and energy for physical activity

Area of Study 1: How are movement skills improved?

- In this area of study, students examine biomechanics and skill acquisition as they relate to analysing movement skills for improved performance
- Students will engage in a variety of practical activities that allow them to explore and analyse their own movement capabilities and use coaching to investigate factors that influence skill acquisition

Area of Study 2: How does the body produce energy?

- In this area of study, students explore the various physiological systems and mechanisms associated with production and utilisation of energy for human movement. Students will consider how various body systems respond to the onset of exercise, and the fuels and fatiguing by-products associated with energy production.

- Students will engage in practical activities that allow them to explore the interplay of the energy systems to various forms of activity.

Physical Education—continued

Unit 4: Training to improve performance

Area of Study 1: The foundations of an effective training program

- In this Area of Study, students will evaluate and analyse information required to develop an effective training program.
- Students will determine relevant factors that impact fitness components and conduct a battery of fitness testing that demonstrate correct and appropriate implementation of and testing protocols.

Area of Study 2: How is training implemented to effectively improve fitness?

- In this Area of Study, students focus on participation implementation and evaluation of training principles and methods from practical and theoretical perspectives.
- Students explain the chronic training adaptations observed from cardiovascular, respiratory and muscular systems that improve fitness and enhance performance.

Recommendations

There are no prerequisites to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include:

Laboratory reports, case study analysis, data analysis, reflective folios, presentations and structured questions.

Units 3 & 4 study score comprises of:

• School assessed coursework (50% of Unit 3 and Unit 4) • VCE examinations (50% of Unit 3 & Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

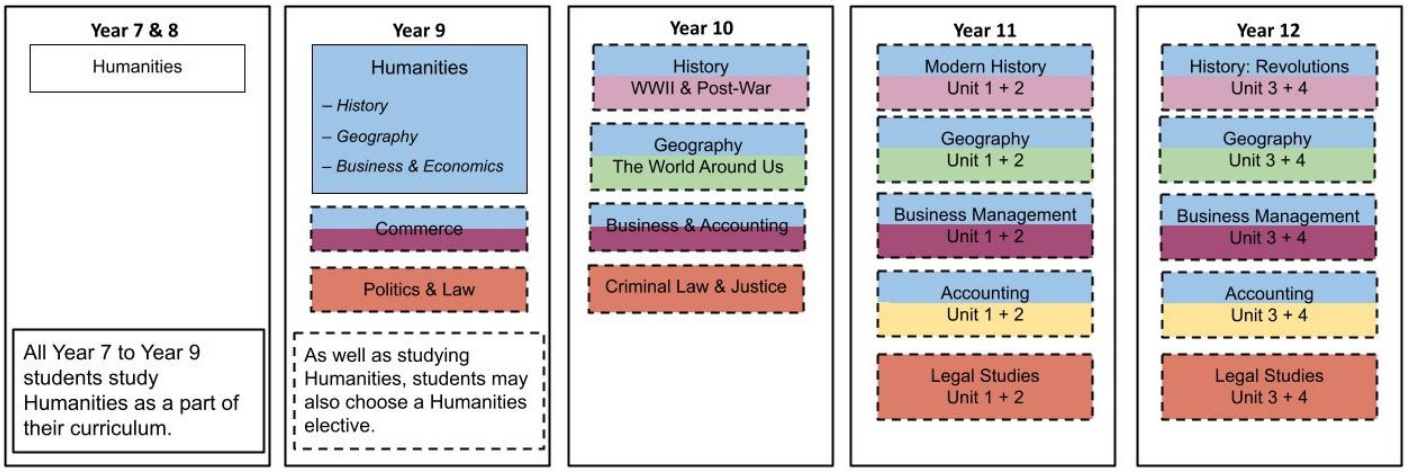
Employability skills can be accessed via the study design.

HUMANITIES

Pathways Information

These recommendations are a guide for VCE students to select VCE Humanities subjects that are most suitable and most appropriate based on their previous achievements in Humanities subjects, and to ensure that they have the background, knowledge and concepts to achieve their best possible VCE score.

Humanities Pathway



Accounting

Business may make the world go round, but accountants make businesses go round. Accountants ensure that businesses are financially viable and analyse financial information to reach data-driven decisions. Accounting plays an integral role in the successful operation and management of businesses. They ensure financial resources are managed efficiently and provide strategic advice to ensure businesses flourish. VCE Accounting develops students' ability to critically analyse information and articulate the costs, benefits and implications of different outcomes.

Content Overview

This study is made up of four units.

Unit 1

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. Students explore establishing a business and possible alternative investment options. They begin to develop their understanding of the process of collecting and recording financial data for a service business and then using that data to create and analyse financial reports and indicators.

Unit 2

In this unit, students shift their focus to a trading business with a focus on management of inventory, accounts receivable, accounts payable and the valuation and depreciation of non-current assets. Students use both financial and non-financial information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Students develop their understanding of ethical considerations of business owners when making decisions, including taking into account financial, social and environmental factors.

Accounting - continued

Unit 3

This unit continues the focus on a trading business and develops students' understanding of the accounting processes for recording and reporting, utilising the double-entry accounting system, and considers the effect of decisions made on the performance of the business. Students interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

Unit 4

In this unit students extend their understanding of the recording and reporting process with the inclusion of accrual basis of accounting and the perpetual method of inventory recording. Students consider accounting information from the perspective of management and investigate the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and advise on strategies for management to implement.

Recommendations

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 will need to undertake extensive preparatory work related to Unit 2.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

Assessment items across Unit 1 - 4 may include a folio of practical exercises, calculations, use of ICT (including spreadsheets), structured questions, case studies, reports and/or presentations.

In Unit 3 and 4, school assessed coursework contributes 50% towards the final subject study score, and the end-of-year examination contributes the remaining 50%.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Business Management

Business makes the world go round or so the saying goes. You possibly work for one now or definitely will in the future and without fail you will have bought things from them. Have you ever wondered how they really work? Take the step to Business Management and find out. The course looks at both small and large businesses and how they go about getting you through their doors. Marketing, advertising, decision-making, dealing with staff and being able to communicate effectively are all part of the wondrous business world.

Content Overview

The study is made up of four units:

Unit 1

This unit considers the ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate as well as the effect of these on planning a business.

Unit 2

In this unit students examine how a business is established including compliance with legal requirements as well as decisions about how best to establish a system of financial-record keeping. They also investigate the essential features of effective marketing and the best way to meet the needs of the business through optimal staffing practices to drive productivity.

Unit 3

In Unit 3, students start to focus on what is involved in managing a business in an efficient and effective manner. They examine different types of businesses and their objectives. They consider how the management structure and style impacts the running of the business and how to motivate employees. Students take a direct focus on the operations of an organisation and the various strategies that managers try to use in order to optimise them.

Unit 4

Students take an in-depth look at what is involved in transforming a business. Starting with considering and reviewing performance through to the various strategies that they can implement in order to facilitate change in the most efficient and effective way. They look at the importance of leadership by management and compare this to a contemporary case study from the last four years.

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

Assessment items across Unit 1 - 4 include coursework, tests, structured short and extended answer responses, study and media analysis, multimedia presentations and business planning documents.

In Units 3 and 4, school assessed coursework contributes 50% and the end-of-year examination contributes 50% to the subject study score.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Geography

Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity of interactions of its environments, economies and cultures, and the processes that helped form and transform these.

Content Overview

This study is made up of four units.

Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations such as fast moving traffic or the likelihood of coastal erosion, to drought and infectious disease. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change. Students undertake fieldwork in this unit and report on fieldwork using their knowledge from throughout the unit.

Unit 2: Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. Students investigate the distribution and causes of these two processes. Students undertake fieldwork in this unit and report on fieldwork using their knowledge from throughout the unit.

Unit 4: Human Populations – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world: a growing population in one country and an ageing population in another. They examine the dynamics of populations and their environmental, economic, social and cultural impacts on people and places.

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

Assessment items across Unit 1 - 4 include any of the following; a fieldwork study, case study, structured questions, a folio of exercises and an exam. In Unit 3 and 4, school assessed coursework contributes 50% and the end-of-year examination contributes 50% to the study score.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

History

How did you get to where you are today? What lies ahead in our future? History is simply the act of making meaning of the past, whether it be days ago, years ago or millennia. In History, we examine events, figures, artworks, ideas, movements, places and periods, not only to understand them, but to shed light on our own world, to understand issues within our time and to contribute to the fabric of the blanket that is humankind's collective memory. As no topic is irrelevant to History, historians develop key skills in many and varied areas, such as visual and language analysis, critical reading and viewing, debating and powers of persuasion and writing.

Content Overview

The study is made up of four units.

Units 1 and 2: Modern History (1918-1939)

Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Units 3 and 4: Revolutions

You may have rights and freedoms now, but how did they come about? In studying two revolutions, students will examine the heroes and villains of each, what they said, what they did, who they killed and how they expired. Through films, artwork and primary accounts students will find out why these turbulent, and often violent, milestones occurred. But were they feats of courage and honour or just selfish and brutal greed? Students will also examine how successful these actions were in changing the world and judge whether they really built the world as we know it or whether they weren't worth all the effort.

Students will study two revolutions from a selection of Russia, America, China and America (the final selection of which revolution will be based on the decision of the teacher .

Each pair of revolutions selected for Units 3 and 4 is designed to be taken as a sequence. However, each revolution is treated as a separate study with its own structure, key knowledge and skills and assessment.

Unit 3: Causes of the Revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

History—continued

Unit 4: The Consequences of the Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society.. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

Assessment items across Unit 1 - 4 may include historical inquiry, evaluations of historical sources, extended responses and historical essays.

In Unit 3 and 4, the school-assessed coursework contributes 50% to the subject study score, while the examination contributes the other 50%.

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

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.

By 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 will understand how people 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. For the purposes of this study, the principles of justice are fairness, equality and access:

- fairness: all people can participate in the justice system and its processes should be impartial and open
- equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- access: all people should be able to engage with the justice system and its processes on an informed basis.

Content Overview

The study is made up of four units:

Unit 1: The presumption of innocence

Criminal law aims to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. In this unit, students develop an understanding of legal foundations, via different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases.

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate one contemporary human rights issue in Australia.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider multiple institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Legal Studies - continued

Unit 4: The people, the law and reform

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

Recommendations

There are no prerequisites for this course but students must study Units 3 & 4 in the same year.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams.

The Units 3 & 4 study score is comprised of:

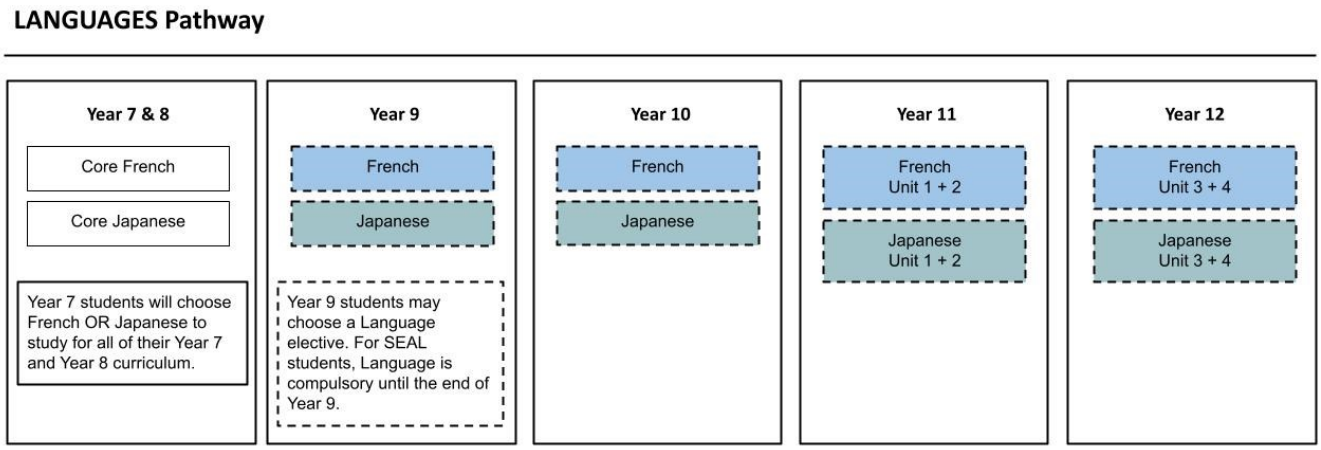
- 25% Unit 3 - School-assessed Coursework.
- 25% Unit 4 - School-assessed Coursework
- 50% End-of-year examination (covering Units 3 & 4).

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

LANGUAGES



French

A broad range of social, economic and vocational opportunities result from study of a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts and translating.

Content Overview

In Unit 1: Students engage with cultural products or practices are of a diverse range of texts, activities and creations. These may include stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

In Unit 2**:** Cultural products or practices demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

In Unit 3: Students reflect on how knowledge of French and French-speaking communities are applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement, through social media and entertainment, environment and sustainability, immigration and politics, healthy lifestyles and relationships beyond families and friends.

In Unit 4**:** Students investigate and focus more on aspects of culture. They build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations.

Recommendations

VCE French is designed for students who have studied the language for at least 200 hours at the completion of Year 10. However, it is possible for some students with less formal experience to meet the requirements successfully. Studies in this area are taken sequentially. **Students must undertake Units 1 and 2 prior to Units 3 and 4.**

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. For Units 1 and 2, some tasks are partly in English and for Units 3 and 4, all tasks are completed in French.

Internal Assessment

Units 3 & 4 study score comprises of:

- 50% School-assessed coursework
- 50% External Examinations (Oral component and written component)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

LANGUAGES — continued

Japanese

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-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.

Content Overview

In Unit 1: Students engage with personal and cultural Japanese topics, which are examined within a diverse range of texts, activities and creations. These may include stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

In Unit 2: Cultural products or practices demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

In Unit 3: Students reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

In Unit 4: Students investigate and focus on aspects of culture. They build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations.

Recommendations

VCE Japanese is designed for students who have studied the language for at least 200 hours at the completion of Year 10. However, it is possible for some students with less formal experience to meet the requirements successfully. Studies in this area are taken sequentially. **Students must undertake Units 1 and 2 prior to Units 3 and 4.**

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. For Units 1 and 2, some tasks are partly in English and for Units 3 and 4, and all tasks are completed in Japanese.

Internal Assessment

Units 3 & 4 study score comprises of:

- 50% School-assessed coursework
- 50% External Examinations (Oral component 12.5% and written component 37.5%)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

MATHEMATICS

Mathematics in VCE

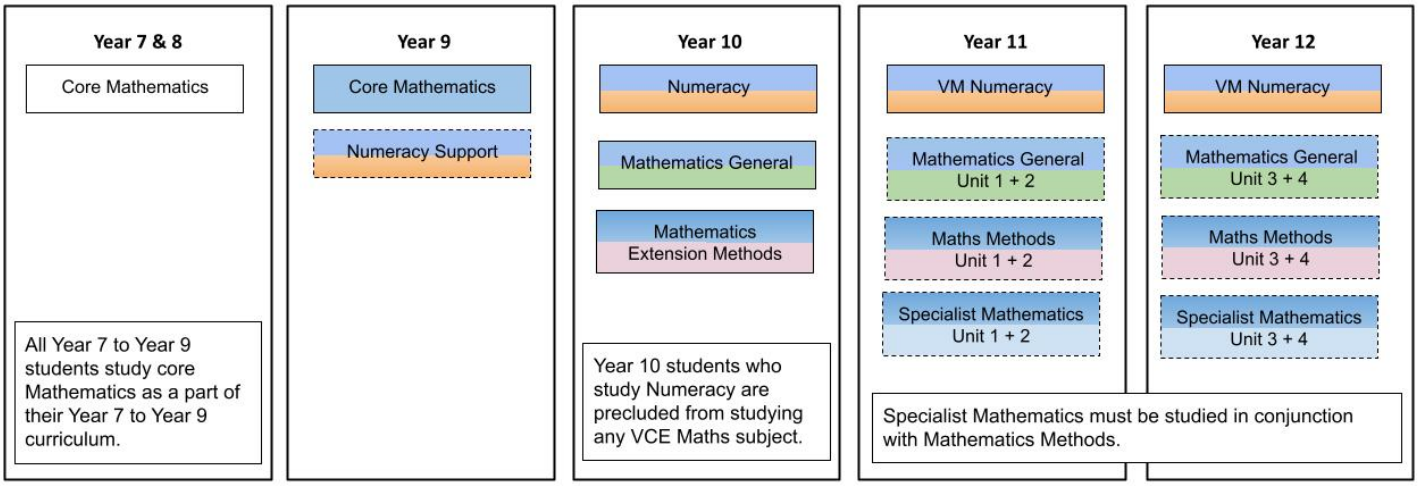
Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete.

Firstly, the best advice that can be given to future Senior School students is to complete **the highest level of Mathematics of which you are capable**. There is no question that completing Mathematics at VCE opens up many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Primary Teaching qualifications. Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses through the relevant literature.

Secondly, all students **do not** have to complete VCE Mathematics. It is certainly in their best interests to finish at least Units 1 and 2 in Mathematics, but it is not mandatory. For example, if a student is struggling with Mathematics, then it may not be in their best interest to complete the study as they may not be successful in this.

Please ensure if this is your preferred option that you have met with a Careers and Pathways Adviser and/or checked prerequisite subject requirements to ensure this does not restrict you in the future and that you have a balanced pathway. Finally, students intending to study Mathematics subjects at year 12 will need to select the appropriate prerequisite Mathematics units in year 11 to allow them to enter their selections the following year.

Mathematics Pathway



General Mathematics

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that accounts for the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematical techniques and processes, and their purpose in everyday life in a technological society.

General Mathematics provides for different combinations of student interests and preparation for study of VCE mathematics at the Unit 3 and 4 level.

Content Overview

Units 1 & 2

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability, and statistics, 'Algebra, number and structure', 'Functions, relations and graphs and 'Discrete mathematics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, algebraic manipulation, equations, and graphs.

Units 3 & 4

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

Recommendations

This subject is for students who require a basic level of mathematics.

Assessment

Units 1 & 2

Assessment tasks include the following: SAC's, tests, summary or review notes, modelling tasks, problem-solving tasks, and performance on aspects of tasks completed using effective and appropriate technology. Students will sit two end of semester examinations at the completion of both Unit 1 & Unit 2.

Units 3 & 4

Students complete a range of assessment tasks including application tasks and modelling or problem-solving. The two final exams for General Mathematics account for 60% of the final assessment. School- assessed coursework contributes 40% of the study score.

End of year examinations

- 30% of marks are allotted to a 1.5 hour multiple choice end of year exam assessing the full years' work (technology and a bound reference may be used in this exam).
- 30% of marks are allotted to a 1.5 hour short answer end-of-year examination assessing the full years' work (technology and bound reference may be used in this exam).

Equipment Required: CAS Graphical Calculator—TI-Nspire CX CAS graphing calculator

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	Core	Core	Core	Maths – Extension Methods	General Maths 1 & 2	General Maths 3 & 4
Option 2	Core	Core	Core	Maths – General	General Maths 1 & 2	General Maths 3 & 4
SEAL Option	SEAL	SEAL	SEAL Maths – Extension Methods	General Maths 1 & 2	General Maths 3 & 4	

Mathematical Methods

Content Overview

Units 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of functions, algebra, calculus, probability, and statistics and their applications in a variety of practical and theoretical contexts. This is designed as preparation for Mathematical Methods Units 3 and 4 and contains 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 and Graphs, Algebra, Calculus and Probability and Statistics. In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are Functions and Graphs, Algebra, Calculus, and Probability and Statistics.

Units 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and Statistics'.

Recommendations

This subject is for students who require a more complex level of mathematics.

Students that indicate that they wish to study this subject will be required to complete a suitability test early in Term 3.

Assessment

Units 1 & 2

Assessment tasks include the following: assignments, tests, summary or review notes, modelling tasks, problem-solving tasks, mathematical investigations, performance on aspects of tasks completed using effective and appropriate technology. Students will sit two end of semester examinations at the completion of both Unit 1 and Unit 2.

Units 3 & 4

Students complete a range of assessment tasks including application tasks and modelling or problem-solving.

End of year examinations

The two final exams for Mathematical Methods account for 60% of the final assessment. School- assessed coursework contributes 40% of the study score.

Equipment Required: CAS Graphical Calculator—TI-Nspire CX CAS graphing calculator

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	Core	Core	Core	Maths – Extension Methods	Maths Methods 1& 2	Maths Methods 3 & 4
Option 2	Core	Core	Core	Maths – Extension Methods	Maths Methods 1& 2 Specialist Maths 1& 2	Maths Methods 3 & 4 Specialist Maths 3 & 4
SEAL Option 1	SEAL	SEAL	SEAL Maths – Extension Methods	Maths Methods 1& 2	Maths Methods 3 & 4	1.
SEAL Option 2	SEAL	SEAL	SEAL Maths – Extension Methods	Maths Methods 1& 2	Maths Methods 3 & 4 Specialist Maths 1& 2	Specialist Maths 3 & 4

Specialist Mathematics

Content Overview

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

Unit 1 - Number, Algebra and Proof, Graph Theory, Logic and Algorithms, Sequences and Series, Combinatorics and Matrices

Unit 2 - Data analysis, Probability and Statistics, Trigonometry, Matrices and Transformations, Vectors, Complex Numbers, Functions, Relations and Graphs.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 & 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 & 4

The areas of study in Units 3 & 4 Specialist Mathematics are Logic and Proof, Functions, Relations and Graphs, Complex Numbers, Calculus, Differential Equations, Kinematics, Vectors, Data Analysis, Probability and Statistics

Recommendations

In order to undertake studies in Units 3 and 4 Specialist Mathematics in Year 12, students must also undertake studies in Mathematical Methods Units 3 and 4 (during the same or a previous year).

Students that indicate that they wish to study this subject will be required to complete a suitability test early in Term 3.

Assessment

Units 1 & 2

Assessment tasks include the following: assignments, tests, summary or review notes, modelling tasks, problem -solving tasks, mathematical investigations, performance on aspects of tasks completed using effective and appropriate technology. Students will sit two end of semester examinations at the completion of both Unit 1 and Unit 2.

Units 3 & 4

Students complete a range of assessment tasks including application tasks and modelling or problem-solving. The two final exams for Specialist Mathematics account for 60% of the final assessment. School- assessed coursework contributes 40% of the study score.

End of year examinations

- 20% of marks are allotted to a one-hour end of year exam assessing the full years' work (no technology or bound reference will be permitted in the exam).
- 40% of marks are allotted to a two-hour end of year exam assessing the full years' work (technology and a bound reference will be permitted in the exam).

Equipment Required: CAS Graphical Calculator—TI-Nspire CX CAS graphing calculator

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

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<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
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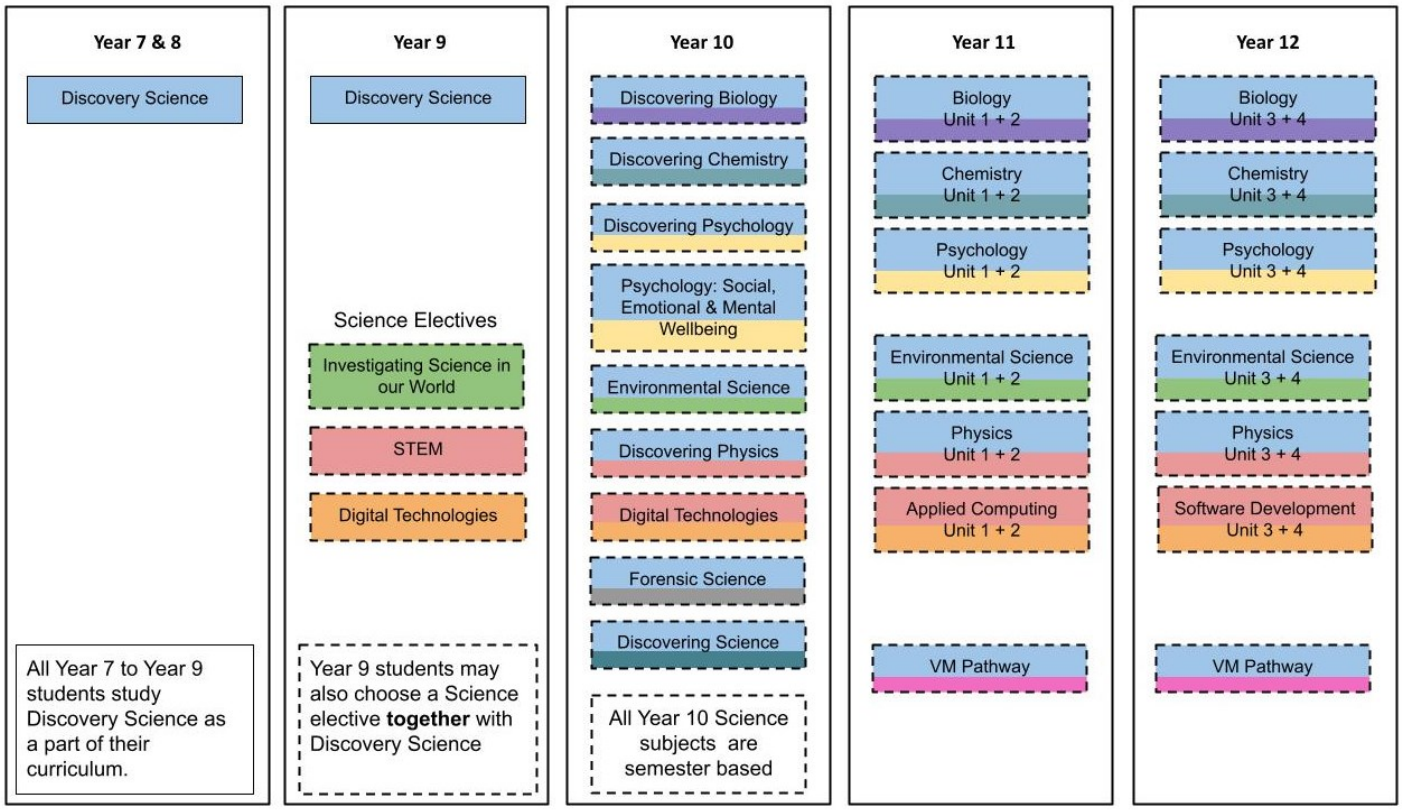
SCIENCE

Science Pathway



Applied Computing

In VCE Applied Computing, students acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. They learn approaches to developing data and software solutions for specific needs using digital technologies, and managing threats to data and software security. As an applied study, the emphasis is on learning by doing.

VCE Applied Computing leads to further study in areas such as computer science, data science and analytics, cybersecurity, games development, robotics, software engineering and telecommunications. It also equips students with technical and problem solving skills useful in any industry.

Content Overview

At Mordialloc College, Applied Computing consists of Units 1 & 2 Applied Computing at a Year 11 level, and Units 3 & 4 Software Development at a Year 12 level.

Unit 1: Applied Computing

- Data Analytics
- Programming

Unit 2: Applied Computing

- Innovative Solutions
- Network Security

Applied Computing- continued

Unit 3: Software Development

- Software development: programming
- Software development: analysis and design

Unit 4: Software Development

- Software development: development and evaluation
- Cybersecurity: software security

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3, however, it is strongly recommended that Year 10 students wanting to do Applied Computing should have completed one of either Year 9 or Year 10 Digital Technology electives and have a Medium result in Mathematics. Students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment:

Unit 1 & 2 assessment includes SACs and end of semester exams, tasks include:

- Written & practical tasks (classwork, visual and multimedia presentations, folios of programming tasks and solutions, case studies)
- Folios of exercises or software solutions, presentations of findings, software or innovative solutions, case studies and reports.

In Units 3 & 4, assessment includes creating working software modules, responding to a security case study, and a portfolio documenting the process of planning, analysing, designing, developing and evaluating a student-driven software development project.

Units 3 & 4 study score comprises of:

- School assessed coursework (20% of Unit 3 & Unit 4)
- School assessed Task (30% of Unit 3 & Unit 4)
- VCE examinations (50% of Unit 3 & Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Biology

Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. Students also 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.

Content Overview

The study is made up of four units:

Unit 1: How do organisms regulate their functions?

- Investigate single-celled and multicellular organisms, movement of substances between cells, cell growth, cell death and stem cells.
- Cell specialisation in plants and animals, homeostasis and feedback loops.

Unit 2: How does inheritance impact on diversity?

- Explore reproduction and inheritance, advantages and disadvantages of asexual and sexual reproduction and reproductive cloning.
- Adaptations that enhance an organism's survival, interdependencies between species and the impact on species diversity.

Unit 3: How do cells maintain life?

- Relationship between nucleic acids and proteins, manipulating DNA and the application of biotechnologies.
- Photosynthesis and cellular respiration brief pathways and improvements in agricultural practices.

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

- Evolutionary biology and the evidence for relatedness between species and change in life forms over time will be examined.
- The human immune system, pathogens and immunity will be considered as well as the application of biological knowledge to respond to bioethical issues and challenges related to disease

Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. **It is strongly recommended** that students undertake Units 1 & 2 before commencing Units 3 & 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include:

- Written & practical exercises (essays, posters, reports, folio of practical work)
- Student-directed research investigation (Units 1, 2 and 4)

Biology - continued

Units 3 & 4 study score comprises of:

- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Chemistry

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

The study of Chemistry involves a number of mathematical concepts. It is strongly advised that students study Chemistry concurrently with Mathematical Methods.

Content Overview

The study is made up of four units:

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

- Chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.
- Ways that chemical quantities are measured.
- How manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

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

- Analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.
- Explore applications of acid-base and redox reactions in society.
- Conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

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

- Explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.
- Analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- Explore food in the context of supplying energy in living systems.
- The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials.
- Evaluate chemical processes with reference to factors that influence their reaction rates and extent. Conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Chemistry - continued

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

- Investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds.
- Study the metabolism of food and the action of medicines in the body.
- Explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.
- Conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.
- Use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Recommendations

There are no prerequisites for entry; however, in view of the sequenced nature of the study it is **strongly recommended** that students undertake Units 1 & 2 before commencing Units 3 & 4. Students are also encouraged to take Chemistry concurrently with Mathematical Methods.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include:

- Written & practical exercises (reports, posters, folio of practical work)
- Student-directed research investigation (Units 1, 2 and 4)

Units 3 & 4 study score comprises of:

- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Environmental Science

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. In this subject students investigate the nature of our environment and the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

Content Overview

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

Unit 1: How are Earth's dynamic systems interconnected to support life?

- Earth's dynamic systems interconnected to support life
- Changes that have taken place throughout geological and recent history
- Factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit 2: What affects Earth's capacity to sustain life?

- Pollution, food and water security as complex and systemic environmental challenges facing current and future generations
- Impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems
- Sustainable supply of adequate and affordable food and water.

Unit 3: How can biodiversity and development be sustained?

- Sustaining biodiversity and development
- Processes that threaten biodiversity and evaluate biodiversity management
- Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies.

Unit 4: How can climate change and the impacts of human energy be managed?

- Climate change and the impacts of human energy use and how this is managed
- Responsible environmental decision-making
- Management of climate change and the impacts of energy production and use.

Environmental Science - continued

Recommendations

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

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include reports of practical activities, written reports on field work, annotated posters, multimedia presentations, tests, data analysis and media responses.

Units 3 & 4 study score comprises of:

- school-based assessment (50% unit 3 & 4)
- end-of-year examination (50% unit 3 & 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Physics

The study of VCE Physics involves investigating, understanding and explaining the laws that govern the behaviour of physical phenomena in the Universe. Models are used to explore, simplify and predict how physical systems behave, moving from the classical ideas of Newtonian Physics to more modern explanations of the world, such as quantum physics and relativity.

Students develop their conceptual understanding of topics including light, atomic physics, radiation, thermodynamics, electricity, fields, motion, and the nature of energy and matter.

Students develop key science skills to interrogate the links between theory, knowledge and practice.

Students gain insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science and respect evidence-based conclusions.

Through the study of VCE Physics students continue to develop skills to describe, explain, analyse and mathematically model diverse physical phenomena.

It is recommended that students undertake Mathematical Methods in conjunction with Physics to support the underlying mathematical concepts.

Course Overview

The study is made up of four units:

Unit 1: How is energy useful to society?

In this unit students examine models used to understand light, thermal energy, radioactivity, nuclear processes and electricity. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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

In this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

In Area of Study 2, students choose one of eighteen options to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge.

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion.They compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another.

Students examine the generation, transformation and transmission of domestic electricity. They explore fields in relation to the operation of particle accelerators.

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

Ideas that attempt to explain how the Universe works have changed over time, having significant impact on the understanding of the nature of light, matter and energy.

Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy become almost synonymous.

Physics - continued

Unit 4: continued

In this unit, students examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to go beyond their own experience of the physical world to consider the natural world from a new perspective inspired by Einstein's revolutionary thinking.

A student-designed practical investigation related to fields, motion or light is undertaken either in Unit 3 or Unit 4. The design, analysis and findings of the investigation are presented in a scientific poster format.

Recommendations

Year 10 Applied Physics is recommended for students as a prerequisite for entry to Unit 1.

Students may enter units 1, 2 and 3,however those who enter the study at Unit 3 must be willing to undertake some preparation as specified by their teacher.

It is recommended that students undertake Mathematical Methods in conjunction with Physics to support the underlying mathematical concepts.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include any of the following: in-class tests, scientific reports, student-designed extended practical investigation, data analyses.

Units 3 & 4 study score comprises of:

- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

Psychology

Psychology is the study of thoughts, feelings and behaviours. As a science, psychology aims to describe, explain and predict behaviour. It relies on empirical procedures such as experiments and observations to do this. Using different research methods allows students to develop valuable skills in analytical and critical thinking. VCE Psychology is a challenging and highly engaging introduction to the science of psychology, packed with fun class activities and experiments, intriguing discussions, fascinating documentaries and meaningful excursions. Students will increase their knowledge of human behaviour, including an understanding of themselves and their relationships with others and their society.

Course Overview

The study is made up of four units.

Unit 1: How are behaviour and mental processes shaped?

*Psychology **is** a science!* One question that is still hotly debated amongst theorists is, are our thoughts, personalities and behaviours influenced by our genes and brain structures or our upbringing? Students will learn about several different theories that attempt to answer this question from different perspectives, including biological, behavioural, cognitive and socio-cultural. Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. In Unit 1, students conduct practical activities in class, talk about their own experiences, undertake an excursion to Melbourne Zoo to develop skills in data collection and analysis and run a research investigation conducted with prep children from a local primary school.

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

You are one person in a world of people. Students explore differences between individuals, specifically the influence of biological, socio-cultural, cognitive and behavioural factors. How do we form attitudes? Where do stereotypes come from? Why do we perform differently in groups than when we are alone? What makes some people more aggressive than others? Students attempt to answer these questions through class discussions and focus groups, studying film and conducting surveys in the community.

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

How do people learn, remember and respond to everyday situations? Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functions of neurons that allow the nervous system to transmit information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning, particularly in relation to stress and its management. Students also investigate the functioning, particularly in relation to stress and its management. Students also investigate the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They build upon classic and contemporary research with their own experiments to test the limitations of memory.

Psychology - continued

Unit 4: How is wellbeing developed and maintained?

What influences our conscious awareness and mental wellbeing and how does this impact our behaviour? This unit focuses on the nature of consciousness and how variations in levels of consciousness affect our mental processes and behaviour, including an in-depth examination of sleep cycles and disturbances. Students explore the concept of a mental health continuum and apply a bio psychosocial framework to analyse mental health and disorders. Specific phobia is studied to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students also explore the concepts of resilience and coping and investigate avenues of assistance and factors that promote mental wellbeing.

Recommendations

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment

Unit 1 & 2 assessment includes SACs and end of semester exams. Unit 1—4 tasks include essays,

posters, reports, tests, annotated folios of practical activities and multi-media presentations.

A student-directed research investigation is undertaken in Units 1, 2 and 4.

Units 3 & 4 study score comprises of:

- School assessed coursework (50% of Unit 3 and Unit 4)
- VCE examinations (50% of Unit 3 and Unit 4)

Pathways and Destinations

Students who enjoy this subject could consider careers in a variety of areas: Find link here

Employability skills: Click here

VICTORIAN CERTIFICATE OF EDUCATION (VOCATIONAL MAJOR)

The VCE (Vocational Major) is a vocational and applied learning program within the VCE and replaces the Intermediate and Senior VCAL in Year 11 and 12. Over two years, the VCE (Vocational Major) will prepare students to move successfully into apprenticeships, traineeships, further education and training, or possibly university through alternative entry programs or directly into the workforce. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future.

Students who have completed the satisfactory completion requirements of the VCE(VM) will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

VCE (VM) structure and assessment

The VCE (Vocational Major) has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. There are no external examinations for the VCE (VM) studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students will also have the opportunity to choose an elective, which will run within the VM program subject to demand.

Year 12—Business Management, Outdoor Education, Physical Education

Year 11—Food Technology, Psychology, Health and Human Development and

Product Design and Technologies

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

A possible VCE VM timetable might look like this:

Entry into VCE (VM) – Eligibility

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	VM Numeracy	VM Literacy	Structured workplace learning all day	VCE UP elective	Vocational Education and Training (VET) all day
Period 2	VM Literacy	VCE UP elective		VM Literacy	
Period 3	VCE UP elective	VM Numeracy		VM PDS	
Period 4	VM PDS	VM PDS		VM Numeracy	

The entry requirements into VCE (VM) are outlined on page 6 of this Handbook. Additionally, students wishing to enrol in the VCE (VM) will be required to attend an interview with the VCE (VM) coordinator and a Careers Practitioner to discuss their suitability.

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.

VOCATIONAL MAJOR (VM) —continued

Assessment

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 must be undertaken together over the duration of the academic year to enable these to be integrated.

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

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

VCE VM Content Overview

Literacy

VCE VM Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

VOCATIONAL MAJOR (VM) —continued

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

Vocational Major Elective

Students will have an option to choose a VM elective (subject to numbers) in one of the following areas:

YEAR 12	YEAR 11
• Business Management	Health & Human Development
• Outdoor Education	Food Technology
• Physical Education	Psychology

Students will do a variety of activities and excursions related to their chosen elective.

VOCATIONAL MAJOR (VM) —continued

Structured Workplace Learning (SWL)

Completing one day of work placement per week is an essential component of any VCE (VM) program and students are required do at least 100 hours of documented and certified work placement over the year in order to complete their course. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Students are expected to find their own work placement but with support from teachers as part of the Work Related Skills study in Year 11. Parents are asked to support and encourage students to visit and call potential employers. Students may request and be offered help in finding a SWL placement but they should be prepared to stay after school for this additional support as employers do not usually answer the phone during lunchtime. They should focus on getting employment experience that is related to their VET program. Students cannot begin their work placement until they have undergone appropriate Occupational Health and Safety assessments. For construction-related careers, this may involve getting their Construction Industry Certificate (White Card) so that they can legally be on a building site.

Students commencing VCE (VM) should aim to start approximately early to mid March, halfway into Term 1 and for Senior VCE(VM) students should be working from the beginning of the year.

What is a School Based Apprenticeship & Traineeship (SBAT)?

• A School-based Apprenticeship and traineeship is a part-time apprenticeship/traineeship where a student undertakes a combination of secondary school subjects, hands-on paid work and vocational training undertaken on or off the job while they complete their secondary school certificate.

• Australian School-based Apprentices may need to negotiate time-release from their school subjects to attend work and training. This is why it is preferred that students doing an SBAT are in VCE (VM) allowing work and training to be on Wednesdays and Fridays.

• Some school-based apprentices can undertake their paid employment outside of school hours, such as school holidays and weekends, however others will take time during school hours to work. An Australian Apprenticeship can take from one to four years to complete. This depends on the qualification undertaken and the speed at which they progress through their training.

• Australian school-based apprentices doing a 3-4 year apprenticeship will reduce their post-school training time and earn apprenticeship wages for hours worked.

• Each year we have a number of students participate in School-based apprenticeships. Many of these students were offered their SBAT as the result of completing some work experience or SWL with an employer.

UNDERTAKING A VET SUBJECT

If a student is interested in undertaking a Vocational Education and Training (VET) subject they should meet with the Careers and Pathways Coordinator and fill out a VET Application form.

Most VET courses are two year programs. Students must successfully complete Year 1 to be eligible for Year 2.

Mordialloc College may also offer VET courses on campus but this is dependent upon numbers. This may appeal to students who are concerned about missing school to go to TAFE.

The majority of the VET courses our students attend are provided by Chisholm TAFE and Holmesglen TAFE, with Music Industry, Sport and Recreation and Aviation offered on-site.

VOCATIONAL EDUCATION and TRAINING (VET)

What are VET Programs?

- VET stands for Vocational Education and Training for Secondary Students.
- A VET course is a compulsory part of every VCE (Vocational Major) program in Year 11 and 12 as students need to complete at least 180 hours over the two years of the VCE (VM) in order to be awarded their certificate
- Upon completion of a VET program over two years, students may receive a nationally recognised certificate (e.g. Certificate II in Engineering, Certificate III in Laboratory Skills) as well as VCE credits.
- VET programs are competency-based learning, which means that students have to perform tasks and duties to a standard expected in employment
- VET aims to better prepare young people for the world of work by giving them vocational skills and experience during their senior secondary schooling

VET programs

Listed below are some of the VET programs available.

Please note this booklet was created before all VET 2025 courses were released by the Registered Training Organisations (RTOs). To confirm details and register expressions of interest, please see the Careers and Pathways Coordinator.

VET Courses

The following VET courses are some of the most popular options:

Acting	Health (Allied Health or Health Services)
Agriculture	Horticulture
Animal Studies	Hospitality
Applied Fashion Design and Technology	Information Technology (Cyber Security/Games Creation/Networking)
Automotive (Mechanical or Panel and Paint)	Kitchen Operations
Aviation	Legal Services
Beauty	Laboratory Skills
Building and Construction (Carpentry)	Make-up
Building and Construction (Bricklaying)	Music Industry (Performance)
Business or Small Business	Music Industry (Production)
Community Services	Outdoor Recreation
Dance	Plumbing
Design (Graphic Design or Photography)	Screen and Media
Early Childhood Education	Sport and Recreation
Electrotechnology	Tourism
Engineering Studies	Visual Arts
Events	Warehouse Operations
Furniture Making	
Hairdressing (Salon Assistant)	

The following VET courses are offered and delivered on-site under the auspice with Registered Training Organisations (RTO) within Victoria.

CERTIFICATE III in Sport, Aquatics and Recreation (SIS30122)

– depending on numbers this course may be offered at Mordialloc College in 2025

Qualifications and Pathways:

The new Certificate III in Sport, Aquatics and Recreation is a 2-year program where students develop the skills and knowledge to deliver sport and recreation services. The program covers various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. Additionally, this course provides students the opportunity to learn through practical experience and to develop personal skills for lifelong participation in sport, fitness, or recreation activities.

Any student with a passion for sport or the outdoors will find this course engaging, and the skills developed through participating valuable for any career pathway. Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

UNITS 1 & 2 (YEAR 10)	UNITS 3 & 4 (YEAR 2) *Option for scored assessed*
• Participate in workplace health and safety • Organise personal work priorities • Provide hire equipment for activities • Maintain activity equipment • Assist in conducting recreation sessions • Maintain sport, fitness and recreation industry knowledge • Provide first aid • Respond to emergency situations • Provide quality service • Participate in conditioning for sport • Continuously improve officiating skills and	• Participate in WHS hazard identification, risk assessment and risk control processes • Conduct sport coaching sessions with foundation level participants • Deliver recreation sessions • Facilitate groups

PREREQUISITE:

- It is recommended (not essential) that students have successfully completed the Year 9 Advance Program.
- Students must have completed the first year of the program to be eligible to enroll into the second year of the program.

AIMS:

The VCE VET Sport, Aquatics and Recreation program aims to:

- provide participants with the knowledge, skills and competency that will enhance their employment prospects in the sport, aquatics and recreation industries.
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

MAJOR ASSESSMENTS:

Students will complete a variety of tasks both practical and theoretical to meet the units of competency listed below.

LEARNING OUTCOMES:

The skills that students will develop through our courses apply to a range of settings within the Sport & Recreation industry.

CERTIFICATE III in MUSIC INDUSTRY (PERFORMANCE)

VET onsite at Mordialloc College – depending on numbers this course may be offered at Mordialloc College in 2025 for students who have completed first year.

Subject to the level of interest, Certificate III in Music Industry (Performance) will run at Mordialloc College in 2025. Students study after school hours in the Performing Arts Centre. Completion of the two year course will lead to a score that can count towards an ATAR as well as industry-recognised certificate. In first year, the course covers health and safety, copyright arrangements, composition of musical pieces, developing ensemble skills. Second year involves more practical applications with preparation for performance, stagecraft, technical skill development, as well as performance in a group or solo capacity. It is recommended that students choosing this VET subject are learning an instrument or voice.

PREREQUISITE:

Students wanting to choose this VET subject must have received prior instruction in a musical instrument, including voice, and be at a Year 10 level or equivalent of performance practice.

If students are unsure of their suitability to undertake this subject, they must see the Head of Music for advice and potentially an audition.

AIMS:

The VCE VET Music Industry program aims to:

- provide participants with the knowledge, skills and competency that will enhance their employment prospects in the music and creative arts industries
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path

MAJOR ASSESSMENTS:

Students will complete a variety of tasks both practical and theoretical to meet the units of competency listed below.

LEARNING OUTCOMES:

Students need to meet the required level of competency in the following skills:

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Develop technical skills for musical performances
- Prepare for musical performances
- Develop and perform musical improvisation
- Develop and apply stagecraft skills
- Perform music as part of a group
- Create simple musical compositions
- Perform simple repertoire in ensembles
- Develop web presence using social media

DIPLOMA in AVIATION (partial completion) – depending on numbers this course may be offered at Mordialloc College in 2025

Qualifications and Pathways:

Students will develop skills and knowledge in the aviation industry by working towards or completing a Private Pilot Licence (PPL). The Recreational Pilot Licence (RPL) Test is the first stage in pilot training that ultimately leads to gaining a Commercial Pilot Licence. The students receive around 30 hours flying time for the first year (Units 1 and 2) and 20 hours of flight time for the second year (Units 3 and 4). Students may wish to continue their studies in Aviation in such qualifications as Diploma of Aviation, Advanced Diploma of Aviation, Aviation degrees (Pilot, Aviation Management or Aeronautical Engineering). Careers in this industry include Emergency Services Pilot, Air Force Pilot, Airline Pilot, Flying Instructor, Licenced Aeronautical Engineer, Airline Program Manager, Agricultural Pilot (Crop Duster), Helicopter Pilot, Aviation Operations Management.

Course content

Throughout this two year program students will gain insight into and develop skills in managing flight controls and flying aircraft including in-air, on-ground and advanced aircraft manoeuvres and procedures including take-off, landing, cross-country navigation, aircraft radio communications, managing passengers, cargo and aircraft fuel.

Contribution to VCE

- VCE - satisfactory completion of this unscored VET program provides credit for Units 1 and 2 in the first year and units 3 and 4 in the second year, as either a fifth or sixth subject providing an increment of 10% of the lowest VCE Study Score.
- VCE (VM) students get one credit upon successful completion of 90 nominal hours VET curriculum and up to two credits per completed VET year.

Cost

2025 fees are yet to be confirmed but will be approximately $9,000 per year. Fees are to be paid directly to Tristar Aviation.

Additional Requirements/Information

- Students are required to have CASA medical before commencing flying. This medical needs to be completed before the end of Term 1 and the approximate cost is $150.
- Students may be required to do extra flying time to be deemed competent; this will be charged separately at approximately $300 per hour.

RTO and Location

The theory class will be delivered at Mordialloc College and flight training will be at Tristar Aviation, Moorabbin Airport.

PLAN YOUR VCE PROGRAM

Student Name: .....

YEAR 10	
YEAR 11	
YEAR 12	

NOTES

NOTES

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