

2021

GLADSTONE PARK

**VCE
Course
Handbook**



Knowledge is Power

	Page	<u>Subjects – continued</u>	Page
Introduction	4	Geography	32
VCE overview	7	Global Politics	33
VCAA Guidelines	8	Health And Human Development	34
School Guidelines	10	History	35
How To Select A Course Of Study	13	Italian	36
Subject/Career options	14	Legal Studies	37
Vocational Education and Training	16	Mathematical Methods	38
VCE Unit 3 & 4 Pre-requisites	17	Media	39
VCE & VET	18	Music Performance	40
<u>Subjects</u>		Physical Education	41
Accounting	19	Physics	42
Biology	20	Product Design and Technology - Textiles	43
Business Management	21	Product Design and Technology - Wood	44
Chemistry	22	Psychology	45
Computing (Information Technology)	23	Specialist Mathematics	46
Drama	24	Studio Art - Art	47
Economics	25	Studio Art - Photography	48
English	26	Systems Engineering	49
English as an Additional Language	27	Visual Communication and Design	50
English Literature	28	VET Business Administration	51
Food Studies	29	VET Creative and Digital Media	52
Foundation Mathematics	30	VET Sport and Recreation	53
Further Mathematics	31	Subject Selection Plan	54

Introduction

VCE

The Victorian Certificate of Education (VCE) is a two-year certificate administered by the Victorian Curriculum and Assessment Authority (VCAA). This certificate is one of the main requirements for entry into tertiary courses and some employers require it for selection purposes.

Generally, subjects are offered in four Units (1, 2, 3 and 4). Units 3 & 4 of all subjects must be taken as a sequence. That is, students cannot enrol in Unit 4 unless they have also enrolled in Unit 3 of that subject. Most students enrol in Units 1 and 2 in Year 11 then Units 3 and 4 in Year 12. Each Unit runs for 20 weeks (a school semester or two terms). Most students at GPSC complete 22 to 24 Units over two years (Years 11 and 12).

To be awarded the VCE and receive an ATAR (Australian Tertiary Admission Rank), a student must satisfactorily complete at least 16 Units, including;

- 3 Units of English (including a 3/4 English, English as an Additional Language (EAL) or Literature sequence)
- Unit's 3 and 4 in three subjects other than English

The awarding of satisfactory completion for Units is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the Unit. This decision will be based on the student's demonstration of satisfactory understanding of the outcomes.

Achievement of an outcome means:

- The work meets the required standard;
- The work was submitted on time;
- The work is clearly the student's own;
- There has been no substantive breach of rules; and/or
- Meeting the College's attendance requirements.

If all outcomes are achieved, the student receives "S" (Satisfactory) for the Unit. If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the Unit.

A student will not satisfactorily complete an outcome if:

- Their work is not of the required standard;
- The student fails to meet a deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated or there has been a substantive breach of rules;
- A student has completed all work but there has been a substantive breach of the attendance requirement; and/or
- A student has not met the College's attendance requirements.

Example of typical VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	<i>English and/or Literature</i> Unit 1 & 2	<i>"Choice 1"</i> Unit 1 & 2	<i>"Choice 2"</i> Unit 1 & 2	<i>"Choice 3"</i> Unit 1 & 2	<i>"Choice 4"</i> Unit 1 & 2	<i>"Choice 5"</i> Unit 1 & 2
Year 12	<i>English and/or Literature</i> Unit 3 & 4	<i>"Choice 1"</i> Unit 3 & 4	<i>"Choice 2"</i> Unit 3 & 4	<i>"Choice 3"</i> Unit 3 & 4	<i>"Choice 4"</i> Unit 3 & 4	

Example of accelerated VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>"Choice 1"</i> Unit 1 & 2
Year 11	<i>English and/or Literature</i> Unit 1 & 2	<i>"Choice 2"</i> Unit 1 & 2	<i>"Choice 3"</i> Unit 1 & 2	<i>"Choice 4"</i> Unit 1 & 2	<i>"Choice 5"</i> Unit 1 & 2	<i>"Choice 1"</i> Unit 3 & 4
Year 12	<i>English and/or Literature</i> Unit 3 & 4	<i>"Choice 2"</i> Unit 3 & 4	<i>"Choice 3"</i> Unit 3 & 4	<i>"Choice 4"</i> Unit 3 & 4	<i>"Choice 5"</i> Unit 3 & 4	

Example of typical SEAL VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 Enrichment English</i>	<i>"Choice 1"</i> Unit 1 & 2	<i>"Choice 2"</i> Unit 1 & 2
Year 11	<i>English and/or Literature</i> Unit 1 & 2	<i>"Choice 1"</i> Unit 3 & 4	<i>"Choice 2"</i> Unit 3 & 4	<i>"Choice 4"</i> Unit 1 & 2	<i>"Choice 5"</i> Unit 1 & 2	<i>"Choice 6"</i> Unit 1 & 2
Year 12	<i>English and/or Literature</i> Unit 3 & 4	<i>"Choice 2"</i> Unit 3 & 4	<i>"Choice 3"</i> Unit 3 & 4	<i>"Choice 4"</i> Unit 3 & 4	<i>"Choice 5"</i> Unit 3 & 4	

It is important to note that accelerating a subject does not mean you will necessarily reduce your year 12 subject load. It is rare and only subject to approval by the Senior School Principal that we offer a reduced course load for year 12 students. Therefore, if you are considering acceleration, it must be considered with the view that it is an extra subject in addition to the 5 subjects studied by all year 12 students at GPSC.

Sample Year 10 - VCE Programs for Student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

Sample Year 10 - VCE Programs for student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

VCE and VCAL – What’s the difference?

VCE - Victorian Certificate of Education	VCAL - Victorian Certificate of Applied Learning
A two year certificate.	Foundation, Intermediate or Senior certificates awarded as each level is completed.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCAL are met, typically within 18 months.
A main requirement for entry into University or TAFE courses. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses.
All Units have a theoretical component. Some subjects have a large practical component. These are known as portfolio subjects.	All Units have large practical components and require students to demonstrate this through evidence.
Courses consist of VCE Units and can include VET Units.	Courses consist of VCAL and VET Units at school and/or TAFE. Students can elect to undertake one VCE subject.
Semester long Units of work where set outcomes must be completed by the end of the semester.	Semester long Units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the same outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on evidence collected through a wide range of activities, including work placement, TAFE coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must complete a minimum of 10 credits, which include at minimum Literacy, Numeracy, Personal Development and credits gained through VET studies.
Students attend school for six periods per day, five days a week.	Students attend school for six periods per day, five days a week, including an approved Work Placement and TAFE attendance.

- **VCAL and VCE students are subject to the same discipline and welfare policies, uniform policies and attendance requirements. All students are enrolled in, and their progress reported on, the same computer system (VASS). Both VCE and VCAL are overseen by VCAA.**
- **VCAL and VCE students are offered the same opportunity to participate in all College programs including graduation ceremonies, sport and other extra-curricular activities. VCAL students may be able to gain credits toward their certificate by playing an active leadership role in College activities.**

Assessment

At Units 1 & 2 assessment tasks are graded from A+ to UG (ungraded). However, only S or N is reported to VCAA. In Units 3 & 4 assessment tasks are scored numerically. VCAA uses school-determined scores to produce a rank and together with the exam results of the end of year VCAA exams produce a study score. Study scores are used to calculate a student’s ATAR (Australian Tertiary Admission Rank) which is used by Tertiary providers when offering student places.

Authentication

Teachers are required to authenticate all student work. This means that the teacher must be convinced that work submitted by students is genuinely their own. Teachers authenticate student work by using methods such as monitoring class activities, consulting with the student, viewing work completed in class, setting formal assessments, requiring an oral explanation of work and keeping records of a student’s ability and work history.

If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

In order to avoid authentication issues, the VCAA provides the following rules, which students must observe when preparing work for assessment at both Years 11 and 12.

1. It is the student’s responsibility to ensure that teachers are able to authenticate their work.
2. Students must acknowledge all resources used, including text and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

4. Students must not submit the same piece of work for assessment more than once.

5. A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.

6. A student must not knowingly assist another student in a breach of rules

Students who knowingly assist other students in a breach of rules may be penalised and maybe required to meet with the Authentication Panel as part of the investigation.

Students must keep all drafts, notes, preparatory work, photocopied references, records of interviews, etc. so that they can prove authenticity if asked to do so.

School Assessed Coursework undertaken outside class time.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student’s progress through to completion.

This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

Information for Students

At the commencement of each Unit students will be given:

1. A detailed outline, which includes the outcomes and assessment and tasks for the Unit.
2. A list of important dates including submission dates and the dates of assessment tasks or coursework.

Special Provision

A student is eligible to apply for Special Provision if at any time they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstances
- An impairment or disability, including learning disorders.

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit.

Students absent from school for prolonged periods must still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who believe they have grounds for special provision must apply to the Senior School Program Manager as soon as the need for special provision becomes apparent.

Special provision cannot be applied retrospectively.

All applications for special provision must be accompanied by evidence of the adverse effect of the condition on the student’s ability to demonstrate achievement.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment.

Special Examination Arrangement applications are made to the VCAA through Senior School by the Program Manager and must be endorsed by the Principal. Such applications will be considered by the VCAA in accordance with its policies.

Students who believe they have grounds for special examination arrangements like rest breaks, the need to take medication or other considerations for sitting for a long period of time, must notify the Senior School Program Manager as soon as possible.

Derived Exam Scores

Students whose performance in an exam is affected by illness or other personal circumstances may apply to VCAA for a Derived Exam Score (DES) to be calculated. Students cannot receive a DES for long-term or chronic illnesses or circumstances. Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on the exam or stopped them from attending.

Students need to apply for Derived Exam Score, via the Program Manager, for exams as soon as possible.

Examinations must be attended because the VCAA does not reschedule exams.

Attendance

VCAA has directed schools to set the minimum class time and attendance rules. **Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign “N” for one or more outcomes and thus the Unit.**

The College Council has ruled that an “N” can be given for a Unit if a student’s attendance for that Unit falls below 90%, thus preventing the student from ‘satisfactorily completing’ the Unit. Approved absences (illness, etc.) are not included in this figure. However, total absences, both approved and unapproved must not be more than 20%. Absences must be verified within two weeks of the absence. Decisions to give an ‘N’ are not subject to appeal to VCAA.

School Guidelines

Extended Holidays & Attendance

Family holidays are not approved absences for the purposes of meeting the VCE and VCAL attendance requirements. Parents are asked to consider this in relation to planning holidays outside the regular school holiday periods. The school will not provide make-up opportunities for missed assessments due to family holidays. These periods of absence will contribute to the total unapproved absence count for Units being studied. Any missed assessments will lead to a lower grade and the possibility that the student may receive an "N" for the unit.

Observing religious holidays

Students will be provided with one day to observe religious holidays. In the event that the holiday extends for more than one day, the student can nominate only one day of their observance. Any missed SAC or SAT deadline will be approved for this purpose at the discretion of the Senior School Principal.

Absence from assessment

In addition to observing VCAA rules, students must also observe the rules of their school.

Students who miss an assessment period for a legitimate reason will be given the opportunity to complete the assessment task during a make-up session. **Students must be prepared to sit the missed assessment task on the day of their return to school.** Make up sessions are generally held out of school hours.

Students who are too ill to attend school must have a medical certificate issued for the day of the missed assessment. Students must be well prepared for the assessment in order to achieve their best result.

A statutory declaration is not an appropriate replacement for a medical certificate. If students are away for any reason other than a medical reason they should contact Senior School ASAP.

Students who miss an assessment period without a legitimate reason will not be given the opportunity to complete the task. This may impact the students ability to meet an outcome, and their eligibility to be awarded an "S" for the unit.

It is possible that the student may be able to demonstrate the outcomes through regular class work.

The Senior School Program Manager, Year Level Coordinators and Senior School Principal will determine what constitutes a legitimate reason.

When assessment tasks are completed out of class, students must hand work to the teacher in their normal class on the published due date. It is NOT acceptable to hand in or email the work after school or the next morning, to put work in a teacher's pigeon-hole, drop box or on their desk or to submit it to another teacher unless students have been instructed to do so.

Grading of assessments

All coursework and tasks submitted for a grade are subject to authentication rules.

Resubmission of Tasks and coursework

Students will not be given the opportunity to resubmit work that did not meet the required standard.

Fees for Practical Subjects

Enrolments in practical subjects that include a levy will not be confirmed until payment is made in full for the entire school year, and any remaining fees from the previous year are paid. This payment must be made on or just after the course confirmation day.

Holiday Homework

Students can expect homework to be set for each holiday period including the summer break. The college expects all students to submit the holiday homework on the first day of each term. In the event the student does not submit the work or does not submit work to the required standard, the student can expect:

- A Saturday detention for all unit 3 and 4 subjects
- An after school catch up for each subject for all unit 1 and 2 subjects

These catch ups and detentions are generally issued within the first two weeks of each term to ensure students are in the best possible position to meet coursework requirements.

Computers

While encouraging the use of computers, the college is not able to make computer facilities available to all students at all times.

Care in the use of technology

A student who uses technology to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly

Allocating subjects

The process of finalising subjects for students has become increasingly complex. Some of the factors that have to be considered are:

- Staffing – both the number of staff and the availability of staff with particular specialist qualifications.
- Rooms – many programs require the use of specialist rooms. Students can only achieve desired outcomes if they have access to this equipment
- Course design
- Student preference, which is a high priority in deciding which subjects run.

Student or parent preference for a particular teacher is never a consideration as we have faith in all of our teachers at the College.

Acceleration

Eligible students may study a VCE subject as an accelerated subject. This means that a Year 10 student could study a Unit 1 & 2 (Year 11) subject and a Year 11 student could study a Unit 3 & 4 (Year 12) subject.

To be eligible for acceleration as a Year 10 student:

The student must be achieving at a B average across all subjects on their Year 9 semester 1 report, including the subject(s) relevant to their intended accelerated subject.

To be eligible for acceleration as a Year 11 student:

The student must be achieving at a B average across all subjects on their Year 10 semester 1 report, including the Unit 1 and 2 subject that will become their Unit 3 and 4 accelerated subject in year 12. We encourage students who meet the criteria to take on this challenge. It is an opportunity to develop an understanding of the demands and the processes and procedures involved in a VCE subject and can also be a mechanism to maximise a student's ATAR.

Senior School will have the responsibility for approving a student's accelerated studies in consultation with the relevant year level coordinators subject to the acceleration policy and the student's ability to cope with the increased pressures associated with accelerating a subject in VCE.

Not all subjects are available for acceleration. The following subjects are not available for acceleration:

- Physics
- Chemistry
- Mathematical Methods
- Specialist Mathematics
- English
- Italian

Australian Tertiary Admissions Rank (ATAR)

Students' Year 12 results are calculated to establish a rank order of students which is called the ATAR. The ATAR is considered by Tertiary Institutions when choosing course participants. The ATAR score is calculated on the study score of the top 4 subjects, including English, plus a percentage of the 5th and 6th subjects. It is a student's responsibility to ensure they meet Tertiary Entrance requirements. For assistance we provide all Senior Students with information of the relevant prerequisites for their year of entry into tertiary education and they are encouraged to meet with our Careers Team for more specialised advice and guidance.

What VCE students should expect

Students undertaking Unit 1 & 2 subjects should expect their workload to increase significantly from year 10. Deadlines are not negotiable and students must take responsibility to catch up on work missed due to illness. Students undertaking Unit 3 & 4 subjects should expect a further increase in their workload and greater reliance on independent study and personal motivation. Students will find that the amount of homework expected of them will increase considerably. It is a student's responsibility to complete all assessment tasks, manage workload and meet deadlines to enable the successful completion of their VCE.

Part-time work

VCE is a full time study load and cannot be completed well if too much time is given to outside commitments. Financial considerations are certainly important and some students have very good organisational skills, however the hours of paid work should not exceed 6-8 hours a week.

Unit 3 and 4 Practice Exams

The College runs unit 3 and 4 Practice Exams for all students undertaking a year 12 subject in the second week of the September/October school holidays. Attendance at these exams are compulsory and any anticipated absence must be as soon as possible.

To Enrol in VCE a student MUST

- Complete and return the signed Subject Selection Sheet from *WebChoices* by the due date.
- Engage in the year 10 subject selection counselling.
- Attend the VCE Course Confirmation Day.
- Year 10 students undertaking Unit 1 & 2 will be advised of this in time to collect relevant information so they can attend VCE Orientation for that subject.
- Sign the VCAA and GPSC declaration.
- Attend VCE orientation classes.
- Complete holiday homework set for all selected subjects.

Year 11 and 12 Orientation

All students enrolled in VCE (including any Year 10 students accelerating) are required to attend VCE orientation. These classes are scheduled for units 1 – 4 after course confirmation.

Externally Assessed Subjects

Students officially enrolled in VCE Units outside the school must inform the Senior School Program Manager so they can be officially enrolled with VCAA. Students who enrol in subjects outside the college will still be expected to enrol in 12 Units at the College in Year 11 and 10 Units at the College in Year 12.

How to select a course of study

At Gladstone Park Secondary College our policy is:

- Year 11 students undertake a total of 6 VCE subjects (12 Units) at the College including English or Literature or both.
- Year 12 students undertake 5 VCE subjects (10 Units) at the college including English or Literature or both regardless of the number of subjects accelerated or external VCE subjects undertaken.
- Year 10 and 11 students may select one (or, in some circumstances more) accelerated subjects depending on their grades and subject availability.

Apart from the English/Literature requirement, students are free to choose their own courses, keeping in mind the VCAA rules, their career aspirations, their interests and their capabilities.

Students should research possible careers with assistance and feedback from the College Careers Centre. Appointments to speak with the careers team are available during private study, or at recess, lunch or after school.

Folio Subjects

Some VCE subjects have large-scale folio tasks as part of their assessment. These tasks require students to invest significant amounts of time over an extended period, and often multiple subjects have these tasks due at the same time. Students should consider this when choosing their subjects, and any student wishing to enrol in more than one "Folio" subject must seek Sub-School approval first.

No VCE student will be allowed to do more than two folio subjects.

2020 Folio subjects are: VCD (Visual Communication & Design), Studio Art (Art), Studio Art (Photography), Systems Engineering, Product Design & Technology, (Textiles) and Product Design & Technology (Wood), Media, and Computing (Information Technology).

Year 10 students are provided with the VICTER Guide, which outlines pre-requisites subjects for relevant University and TAFE courses. In some circumstances a student may change a Unit 1 & 2 sequence at the end of first Semester. This is dependent on timetable constraints and availability, and must be done via application with the approval of Senior School.

It should be noted by students and parents that the ultimate responsibility for course choices lies with students and their parents.

How to choose the "right" subjects

- Choose subjects that you are "good" at and "enjoy".
- Check the VICTER (or Herald-Sun equivalent) for all prerequisites that are relevant to any courses you may be interested in.
- Go to the University and TAFE Open Days in August.
- Speak with teachers of the subjects that interest you to find out more.
- Meet with the Careers Team for more specialised advice and guidance.

Don't choose a subject because;

- You have heard it is "easy"
- You have heard it is "marked up"
- Your friend has chosen it
- You like the teacher who might teach it

Choosing a subject for the wrong reasons will usually result in a less than satisfactory VCE result for the student.

Subject / Career Options

Business – commerce, business studies, financial planning courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Accounting <i>Unit 1 & 2</i>	Economics <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Accounting <i>Unit 3 & 4</i>	

Hospitality – hotel management, food preparation, tourism courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	VET Business <i>Unit 1 & 2</i>	Food Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	VET Business <i>Unit 3 & 4</i>	Food Studies <i>Unit 3 & 4</i>	Health & Human <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	

Creative Arts – fine arts, graphic design, media studies, merchandising courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Visual Comm. <i>Unit 1 & 2</i>	Studio Art <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Psychology <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Visual Comm. <i>Unit 3 & 4</i>	Studio Art <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	Psychology <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Humanities – humanities, social science, education, community services courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	Literature <i>Unit 1 & 2</i>	Politics <i>Unit 1 & 2</i>	History <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	Literature <i>Unit 3 & 4</i>	Global Politics <i>Unit 3 & 4</i>	History <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	

Health Sciences – allied health, engineering, information technology courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physics <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Computing <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physics <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Specialist Maths <i>Unit 3 & 4</i>	

Exercise Science – physiotherapy, sport science, physical education, human movement, health science courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physical Education <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Biology <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physical Education <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths methods <i>Unit 3 & 4</i>	Biology <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Vocational Education and Training (VET)

- VET subjects are optional for VCE and compulsory for VCAL students at Intermediate and Senior levels.
- Students who complete a VET sequence can obtain a nationally recognised vocational qualification in that field, usually a Certificate II or III depending on the chosen area. VET is offered at Years 10, 11 and 12.
- VCE students can select the following internally delivered VET subjects
 - Business Administration
 - Creative and Digital Media (Screen and Media)
 - Sport and Recreation

Advantages of undertaking VET

- Students gain their VCE together with a vocational certificate from a Tertiary institution.
- VET subjects contribute to the ATAR score.
- Most VET areas incorporate a work placement, which equip students with work readiness skills.
- Students have the opportunity to experience a vocational area, which may assist with future career decisions.
- Undertaking VET gives a student the opportunity to create a pathway into a particular industry while still at Secondary College.

Factors to consider before choosing VET

- Only VCAL students can access externally delivered VET. This is organised and monitored by the GPSC VET Coordinator.
- VET contains a high degree of theory together with practical components.
- VET requires excellent time management and personal responsibility.
- Students may be required to undertake Structured Workplace Learning during school holidays.

Internally delivered VET

Business Administration

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. The business skills obtained are essential for employees within all work environments.

Creative and Digital Media(Screen and Media)

Creative and Digital Media provides students with the knowledge and skills within the multimedia industry. Students will utilise Flash animation, digital video and audio editing, image manipulation techniques and web design. Creative and Digital Media is a valid pathway into the graphic arts area.

Sport and Recreation

Sport and Recreation provides students with the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills are developed through theory and practical sessions and a knowledge of key areas of the sport and recreation industry.

VCE Unit 3 & 4 pre-requisites

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

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher and are therefore recommended to study units 1 and 2 before attempting unit 3.

<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>		<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>
Science						
Physics	=====	Physics		VET		
				Business Admin.	=====	Business Admin.
Biology	=====	Biology				
Chemistry	=====	Chemistry		Creative and Digital Media	=====	Creative and Digital Media
				Sport and Recreation	=====	Sport and Recreation
Languages						
English Literature	~~~~~	Literature		Accounting	~~~~~	Accounting
Italian	=====	Italian				
Mathematics						
Foundation Maths		N/A				
Maths – Further	=====	Maths – Further				
Maths - Methods	=====	Maths – Methods				
Maths - Specialist	=====	Maths – Specialist				

Legend

=====

**Essential prior
Unit 1 & 2
study**

~~~~~

**Recommended  
prior Unit 1 & 2  
study**

## VCE and VET SUBJECTS OFFERED AT GPSC

The following pages list the VCE and VET subjects available for study at Gladstone Park Secondary College. This provides a brief summary and outline of the key characteristics of each study, but prior to finalising your subject choice we strongly recommend that:

1. You attend the Subject Selection Assembly;
2. Your parents attend the VCE Information Evening;
3. You consider your prerequisites for courses you are interested in studying in 2022;
4. You prioritise subjects that make the most of your skills; and
5. You research and look at the full study description on the VCAA Website which can be found at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

The study design details:

- The full two year course in terms of both knowledge and skills and
- The types of assessments you will be required to complete

---

## Accounting

---

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

Is this subject available for acceleration? YES

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of Accounting by using both manual and ICT methods. Students will apply their knowledge to a range of business situations and make decisions based on both ethical and financial considerations.

---

### Unit 1: Role of accounting in business

- The role of accounting
- Recording financial data and reporting accounting information for a service business

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

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

### Unit 3: Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

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

- Extension of recording and reporting
- Budgeting and decision-making

---

### Skills

- Apply theoretical knowledge to actual and simulated situations
- Discuss factors affecting the level of success or failure of a business
- Discuss ethical considerations faced by business owners when making business decisions.
- Identify, classify and record financial data manually and through the use of ICT
- Use ICT, including spreadsheets, to construct appropriate graphical representations

---

### Associated subjects

- Business Management
  - Economics
-

---

## Biology

---

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

Is this subject available for acceleration? YES

---

Biology explores the nature of life including

---

### Units 1 and 2

- How do things stay alive at a basic cell level
- Importance of genetics and DNA

### Units 3 and 4

- Interactions of molecules including biochemical pathways
- Investigate how species are related and how change change's a population's gene pool.

### Key content

- Cells and body systems
  - Enzymes and molecules for life
  - Body coordination (nervous and endocrine systems)
  - Genetics
  - DNA technology
  - Immunity
  - Evolution (including human evolution)
- 

### Skills

- Develop aims and questions, formulate hypotheses and make predictions
  - Plan and undertake investigations
  - Conduct investigations to collect and record data
  - Analyse and evaluate data, methods and scientific models
  - Draw evidence-based conclusions
  - Communicate and explain scientific ideas
- 

### Associated subjects

- Chemistry
  - Physics
  - Psychology
  - Health and Human Development
  - Physical Education
- 

### Year 10 links

- Biology
-

---

## Business Management

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>

Is this subject available for acceleration? YES

---

VCE Business Management examines the life cycle of a business – planning, establishing, managing and transforming. Students will assess and analyse business decisions and their impact on achieving business objectives.

---

### Unit 1 – Planning a business

- The Business Idea
- The External Environment
- The Internal Environment

### Unit 2 – Establishing a Business

- Legal requirements and Financial considerations
- Marketing a Business
- Staffing a Business

### Unit 3 – Managing a Business

- Business Foundations
- Managing Employees
- Operations Management

### Unit 4 – Transforming a Business

- Reviewing Performance – The Need for Change
- Implementing Change

---

### Skills

- Describe and apply relevant business management concepts and terms
  - Research and analyse contemporary business case studies
  - Propose, analyse and evaluate management strategies
  - Interpret lay performance indicators to assess business performance
  - Consider the social responsibility issues in managing a business
- 

### Associated subjects

- Accounting
  - VET Business Administration
-

---

# Chemistry

---

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

Is this subject available for acceleration? NO

---

Chemistry explores the nature matter and chemical processes

---

## Units 1 and 2

- Diversity of materials
- Water as a unique molecule

## Units 3 and 4

- Chemical processes
- Organic compounds

### Content

- Atomic structure and the Periodic Table
  - Bonding
  - Quantifying atoms and compounds
  - Organic chemistry
  - Water properties
  - Acids and Bases
  - Fuels for energy
  - Chemical reactions
- 

### Skills

- Develop aims and questions, formulate hypotheses and make predictions
  - Plan and undertake investigations
  - Conduct investigations to collect and record data
  - Analyse and evaluate data, methods and scientific models
  - Draw evidence-based conclusions
  - Communicate and explain scientific ideas
- 

### Associated subjects

- Biology
  - Physics
  - Psychology
  - Mathematics
- 

### Year 10 links

- Chemistry
- 

### Level of maths advisable

Further Mathematics at a minimum, Mathematical Methods preferred

---

---

## Computing (Information Technology)

---

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

Is this subject available for acceleration? YES

Computing (Information Technology) encompasses how information systems are used to interact, create, and exchange structured information, write programs and develop solutions. IT focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

---

### Unit 1 – Applied Computing

- Focus on the application of data to create digital solutions using spreadsheet software to perform functions that result in data visualisations
- Design and develop a solution using a programming language

### Unit 2 – Applied Computing

- Plan, design and develop an innovative solution. Student's solutions will address an investigation in to a technical or social issue.
- Examine the design and technical aspects of a secure network including security and network diagrams.

### Unit 3 – Software Development

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

### Unit 4 – Software Development

- Create a solution using a programming language that fulfils requirements and assesses the effectiveness of the solution.
- Analyse the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its data source.

**OR**

### Unit 3 – Data Analytics

- Access, select and extract authentic data from large repositories. Manipulate the data to present findings as data visualisations.
- Individually, determine and propose a research question and collect and analyse data.

### Unit 4 – Data Analytics

- Develop the design prepared in Unit 3, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.
- Focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment.

***Students may elect to undertake one or both of these Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development will run.***

---

---

**Skills**

- Problem Solving
- Designing and developing solutions
- Programming
- Cyber Security
- Interpreting data and requirements

---

**Associated subjects**

- Applied Computing
- Software Development
- Data Analytics
- Mathematics
- English

---

***“Computing (Information Technology)” is considered a folio subject for selection purposes.***

---



---

## Drama

---

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

Is this subject available for acceleration? YES

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

This course enables students to:

- Develop and practice the craft of drama and acting
- Study, devise, perform, and improvise dramatic works from a diverse array of historical and cultural contexts
- Use their dramatic craft to engage with complex ideas such as identity, symbolism, individual experience, and community storytelling
- Explore and expand personal dramatic interests and experiences
- Develop creative, imaginative, and social skills in devising and performing dramatic works
- Hone their skills as solo artists and as members of an ensemble group
- Access pathways to greater learning and participation in drama and the performing arts

---

### Unit 1 – Introducing Performance Styles

Area of Study 1 – Creating a Devised Performance  
Area of Study 2 – Presenting a Devised Performance  
Area of Study 3 – Analysing a Devised Performance  
Area of Study 4 – Analysing a Professional Drama Performance

### Unit 2 – Australian Identity

Area of Study 1 – Using Australia as Inspiration  
Area of Study 2 – Presenting a Devised Performance  
Area of Study 3 – Analysing a Devised Performance  
Area of Study 4 – Analysing an Australian Drama Performance

---

### Unit 3 – Devised ensemble Performance

Area of Study 1 – Devising and Presenting Ensemble Performance  
Area of Study 2 – Analysing a Devised Ensemble Performance  
Area of Study 3 – Analysing and Evaluating a Professional Drama Performance

### Unit 4 – Devised Solo Performance

Area of Study 1 – Demonstrating Techniques of Solo Performance  
Area of Study 2 – Devising a Solo Performance  
Area of Study 3 – Analysing and Evaluating a Devised Solo Performance

---

### Skills

- **Performance** – Presenting dramatic works as a member of an ensemble or as a soloist to an audience, creating and sustaining character throughout.
- **Expressive Skills** – Expressive skills are used to express and realise a character. Students will develop control of voice, gesture, movement, and facial expression to better embody and portray a wide variety of characters.
- **Performance Skills** – Performance skills are used to enhance performance and they are used together create an actor's presence. These include focus, timing, energy, and actor-audience relationship
- **Communication** – Students will develop skills to effectively impart meaning to an audience or fellow performer.
- **Play-making Techniques** – Students will engage with a range of historical and contemporary stimuli to create their own devised works. Students will study dramatic elements and analyse existing works to inform their own works.

---

### Associated subjects

- Music Performance
- English Literature

---

***Drama is considered a performance subject for selection purposes.***

---

---

## Economics

---

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

Is this subject available for acceleration? YES

---

VCE Economics investigates how individuals and businesses behave and the decisions they make in relation to satisfying their needs and wants. Economic problems are examined and policies for rectifying these problems are evaluated.

---

### Unit 1 – The Behaviour of Consumers and Business

- **Thinking like an Economist**  
Economics has an effect on everyone, irrespective of background.
- **Decision Making in Markets**  
The Australian economy uses the market-based system to allocate resources.

### Unit 2 – Contemporary Economic Issues

- **Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability**  
The meaning and importance of economic growth and its effect on material and non-material living standards.
- **Economic Efficiency and Equity**  
Examination of how income and opportunity are distributed between individuals and groups within society.
- **Economic Efficiency and Equity**  
The importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

### Unit 3 – Australia’s Economic Prosperity

- **An introduction to Microeconomics**  
The Market System, Resource Allocation and Government Intervention.
- **Domestic Macroeconomic Goals**  
The Australian Government’s has domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment.
- **Australia and the World Economy**

### Unit 4 – Managing the Economy

- **Aggregate Demand Policies** and Domestic Economic Stability.
- **Aggregate Supply Policies**

---

### Skills

- Define economic terms and concepts
- Apply economic theory to real or hypothetical circumstances
- Construct, interpret and apply economic models
- Analyse economic data

---

### Associated subjects

- Mathematics
  - Business Management
  - Accounting
-

---

# English

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

Is this subject available for acceleration? NO

The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

---

## Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

## Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

## Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.

## Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.

---

## Skills

- Analyse the intent of an author when creating a text
- Use appropriate evidence to support analysis
- Compare the similarities and differences a pair of texts
- Present a point of view taking into consideration a set audience

---

## Associated subjects

- English Literature
- History
- Global Politics
- Drama

---

**English is part of the English group** - The minimum English requirement for VCE is three units from the English group, including a Unit 3–4 sequence

---

---

## English as an Additional Language

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

Is this subject available for acceleration? NO

The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

**Note: EAL is for students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired.**

---

### Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

### Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

### Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Comprehension of a spoken text through:
  - short-answer responses
  - note-form summaries

### Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.

---

### Skills

- Analyse the intent of an author when creating a text
  - Use appropriate evidence to support analysis
  - Compare the similarities and differences a pair of texts
  - Present a point of view taking into consideration a set audience
-

---

## English Literature

---

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

Is this subject available for acceleration? YES

If you love English, and are good at it, Literature is an excellent subject to continue to develop your writing and analytical skills.

The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study of literature encourages independent and critical thinking in students.

---

### Unit 1

- Analyse the ways both print and non-print texts have been created and how they present the ideas and experiences of the characters.
- Analyse and respond creatively to the ways in which the set texts explore the ideas of individuals and groups.

### Unit 2

- Explore the relationships between the text, readers and their social and cultural contexts.
- Compare the similarities and differences between a text and its adaptation.

### Unit 3

- Adaptations and Transformations - discuss how the meaning of a written text is kept or altered when the text is changed or adapted in some way, for example, in performance.
- Creative responses to texts – respond creatively to a text and comment on the connections between texts.

### Unit 4

- Literary Perspectives – produce an interpretation of a text using different literary perspectives.
- Close Analysis – analyse features and develop and justify interpretations of texts.

---

### Skills

- Analyse features of a text
- Develop and justify interpretations
- Use literacy perspectives to inform an interpretation of a text

---

### Associated subjects

- English
- History
- Global Politics

---

**Literature is part of the English group** - The minimum English requirement for VCE is three units from the English group, including a Unit 3–4 sequence

---

---

## Food Studies

---

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

Is this subject available for acceleration? YES

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

---

### Unit 1 – Food origins

*Area of Study 1: Food around the World*

This area focuses on:

- Food from historical and cultural perspectives
- How humanity historically sourced its food
- General progression from hunter-gatherer to rural based agriculture, to today's global trade in food

*Area of Study 2: Food in Australia*

Students look at:

- Australian Indigenous food
- How the food patterns have changed
- The influence of food production, processing and manufacturing industries and immigration

### Unit 2 – Food makers

*Area of Study 1: The Food Industries*

They investigate:

- Various food industries
- Current and future challenges and opportunities
- Create new products with a focus on the design process

*Area of Study 2: Food in the Home*

Students look at:

- Food in the home and small-scale production
- Design and adapt recipes to suit a range of dietary requirements

### Unit 3 – Food in daily life

*Area of study 1: The Science of Food*

This area focuses on:

- The science of food
- Physiology of eating and microbiology of digesting
- Food intolerances, allergies and the microbiology of food contamination

*Area of Study 2: Food Choice, Health and Wellbeing*

Students focus on:

- Food choice, health and wellbeing
- Developing healthy meals suitable to children and families

### Unit 4 – Food issues, challenges and futures

*Area of Study 1: Environment and ethics*

Students will:

- Address debates concerning Australian and global food systems
- Investigate issues concerning the environment and ethics and their influence on feeding a growing population

*Area of Study 2: Navigating food information*

This area focuses on:

- Navigating food information
- Assessing information and navigating contemporary food fads, trends and diets

---

### Skills

- Time management
- Organisation
- Practical food skills
- Analysis and research-based skills
- Teamwork

---

### Associated subjects

- Health and Human Development
- Physical Education
- Biology
- Psychology

---

**Unit 1 & 2 – A \$180 materials charge is attached to this subject**

**Unit 3 & 4 – A \$160 materials charge is attached to this subject**

---

---

## Foundation Mathematics

---

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

Is this subject available for acceleration? YES

**Students in year 9 may be recommended by their teachers to complete Units 1 and 2 Foundation Mathematics at Year 10**

---

Foundation Mathematics has a strong emphasis on the use of mathematics in ever day life. This subject is ideal for those that **are not** intending to do undertake Unit 3 or 4 studies in Mathematics.

---

### Units 1 and 2

- Basic number operations that involve fractions, decimals, percentages and money
- Measurement – perimeter, area and volume
- Two dimensional shapes and angles
- Statistics including graphs, mean, median and mode

### Assessments

- Tests after each topic
  - SACs that encompass investigations and projects
- 

### Skills

- Use technology effectively to solve equations
  - Use formulas to calculate length, area, surface area and volume
  - Interpret information in maps and tables
  - To collect and organise data into appropriate graphs
- 

### Associated subjects

- VCAL Numeracy
- 

In general, there is no progression to Units 3 and 4 in maths. If you wish to study Maths in year 12, you are advised to consider Further Mathematics.

---

---

## Further Mathematics

---

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

Is this subject available for acceleration? YES

---

Further Mathematics has a strong emphasis on calculation, interpretation and analysis

---

### Units 1 and 2

- It covers the following topics: Data Analysis, Financial Mathematics, Matrices, Recursion, Networks, Algebra, Measurement and Linear Graphs
- Can be taken alone or in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Further Mathematics Units 3 and 4

### Units 3 and 4

- The Core (Unit 3) comprises of Data Analysis and Recursion and Financial Modelling
- Unit 4 comprises of a selection of 2 modules from either Matrices, Networks, Geometry and Measurement and Graphs and Relations

***A CAS Calculator is required for this subject***

---

### Skills

- construct and interpret graphical displays of data
  - use a scatterplot to describe an observed association between two numerical variables
  - solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities
  - gain an understanding of the different types of matrices, matrix operations and transition matrices
  - define and represent undirected and directed networks
- 

### Associated subjects

- Biology
  - Economics
  - Accounting
  - Psychology
- 

### Year 10 Links

- Year 10 Further Mathematics
  - Year 10 Mathematical Methods
- 

**This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.**

---



---

# Geography

---

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

Is this subject available for acceleration? YES

---

Geography develops knowledge and skills that enable understanding of the complex interactions of the world from a spatial perspective. Learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

---

## Unit 1: Hazards and disasters

- Investigate two contrasting types of hazards and the responses to them.
- Investigate hazard causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.
- How people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

## Unit 2: Tourism

- Investigate the characteristics of tourism, emphasis on where it has developed, its various forms, how it has changed and continues to change, its impact on people, places and environments
- Investigate contrasting examples of tourism from within Australia and elsewhere in the world
- A study of tourism at local, regional and global scales emphasises the interconnection within and between places.

## Unit 3: Changing the land

- Investigations of geographical change: change to land cover and change to land use.
- Investigate three major processes that are changing land cover in many regions of the world

## Unit 4: Human population – trends and issues

- Investigate the geography of human populations.
- Explore the patterns of population change, movement and distribution.
- Explore how governments, organisations and individuals have responded to those changes in different parts of the world.
- Investigate significant population trends arising throughout the world.
- Examine the dynamics of populations and their economic, social, political and environmental impacts

---

## Skills

- Undertake and understand the nature of fieldwork
- Analyse, describe and explain significant geographical trends
- Analyse, describe and explain processes that cause or contribute to geographical changes
- Write reports based on fieldwork completed

---

## Associated subjects

- History
  - Global Politics
  - Health and Human Development
-

---

## Global Politics

---

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

Is this subject available for acceleration? YES

In this subject we look at global issues – terrorism, human rights, war, genocide – and attempt to understand how and why these events happen. We examine the current events happening, from Black Lives Matter protests, to Chinese cyberwarfare or the spread of Covid-19, asking how these events occurred and how to solve them.

---

### Unit 1

- Students examine the concepts of democracy and dictatorships.
- We research global examples – America, China and North Korea – to see the strengths and weaknesses of these approaches.
- We look at political ideologies and extremism around the world, including liberalism, terrorism and white supremacy.

### Unit 2

- Students examine globalisation and the impact it has had on the world.
- We learn about the major organisations of global politics: the UN, the IMF, and the ICC.
- We examine case studies of organised crime, genocide, terrorism and war and discuss how the international community attempts to solve it.

### Unit 3

- We study the major actors of international politics and analyse: their power, interests, aims and effectiveness of their actions.
- We study China's actions in the Asia-Pacific region and analyse their interests, power and effectiveness.

### Unit 4

- Students look at ethical debates from global politics, including:
  - Is it acceptable to use Nuclear Weapons? Is terrorism ever acceptable? Should human rights be universal?
  - We examine the causes and proposed solutions to global crises of terrorism and war.
- 

### Skills

- Define and explain key global politics terms and use them in the appropriate context
  - Investigate and explain the nature of particular global issues
  - Use detailed case studies to support analysis of global issues.
  - Analyse contemporary issues about and case studies of political actors
  - Develop explanations, arguments and points of view which use contemporary evidence and examples
- 

### Associated subjects

- History
  - English
  - English Literature
  - Economics
-

---

## Health and Human Development

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx>

---

Is this subject available for acceleration? YES

---

Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.

---

### **Unit 1 – Understanding Health and Wellbeing**

- Learn about indicators that are used to measure health.
- Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia.
- Explore food and nutrition and their importance for good health and wellbeing
- Identify major health issues affecting Australia’s youth and reflect on the causes of health inequalities
- Learn about how governments and organisations develop and implement youth health programs

### **Unit 2 – Managing health and development**

- Investigate physical and social changes that occur in the transition from youth to adulthood
- Consider the characteristics of respectful relationships
- Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages
- Learn how to access Australia’s health system and how it promotes health and wellbeing

### **Unit 3 – Australia’s Health in a Globalised World**

- Learn about the health of Australians
- Look at different approaches to public health
- Investigate the role of Australia’s health system and its role in promoting health
- Investigate a successful health promotion campaign

### **Unit 4 – Health and human development in a global context**

- Look at similarities and differences in major causes of illness in low, middle and high income countries
  - Investigate a range of factors that contribute to health inequalities
  - Consider the global reach of product marketing
  - Investigate global trends in health and wellbeing
  - Learn about the United Nation’s Sustainable Development Goals and the work of the World Health Organisation
  - Investigate the role of government and non-government organisations in providing foreign aid.
- 

### **Skills**

- Apply indicators used to measure health
  - Describe, analyse and explain a range of influences on health
  - Analyse and draw conclusions from health related data and information
- 

### **Associated subjects**

- Physical Education
  - Food Technology
  - Geography
- 

**Students selecting Unit 1 and/or 2 Health and Human Development have the opportunity to participate in the “Baby Think it Over” parenting simulation designed to help understand the demands of caring for an infant.**

---

---

## History

---

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

---

Is this subject available for acceleration? YES

---

History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. It enables us to see the world through the eyes of others and enriches our appreciation of the nature of change.

---

### Unit 1 – Twentieth Century History 1918-1939

- Events, ideologies and movements in the period after World War I
- The rise of the Nazi Party in Germany
- Hitler’s political and social policies
- Causes and events that led to World War II
- National Socialism ideologies and policies

### Unit 2 – Twentieth Century History 1945-2000

- The Cold War – causes and consequences
- Competing ideologies – USA and USSR - the impact of these on peoples and events
- Complete a Historical Inquiry (research assignment) on a significant political or social movement (student choice) that occurred between 1945-200

### Unit 3 – Russian Revolution 1896 – 1927

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the coronation of Tsar Nicholas in 1896 to the Bolshevik Revolution of October 1917.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the initial decrees of November 1917 to the end of the New Economic Policy and the rise of Stalin in 1927

### Unit 4 – American Revolution 1754 – 1789

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the start of the French and Indian War in 1754 to the Declaration of Independence in 1776.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the Declaration of Independence in 1776 to the Inauguration of George Washington in 1789

---

### Skills

- Analysis of cause and consequence
  - Understanding of chronology
  - Analysis of Source documents
  - Understanding of historical significance
  - Conventions of Academic writing
- 

### Associated subjects

- English
  - English Literature
  - Global Politics
  - Geography
-

---

## Italian

---

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

Is this subject available for acceleration? NO

Students have the opportunity to continue their studies of Italian language and culture through topics that focus on the strands of writing, reading, speaking and listening.

Topics from Units 1 – 4 are taken from three broad themes:

The individual, the Italian speaking communities and the changing world.

---

### Unit 1

- Italian language and culture is explored and used in a variety of tasks including different writing styles, rehearsed and improvised dialogues and comprehension based on listening, viewing and reading.
- Topics may include: Immigration, Festivals and Stereotypes.
- Assessment is based on three outcomes (one for each strand) and a written exam.

### Unit 2

- Continued focus on all four strands with topics which may include Work, Health and Advertisements
- Assessment is based on three outcomes (one for each strand) and a written exam.

### Unit 3

- Italian language and culture is further developed and practised.
- Topics may include Creative Writing, Planning for the Future and the New Wave of Migration.
- Assessment is based on three outcomes.

### Unit 4

- Consolidation of all elements of Italian language learning. Topics may include the Arts, Cinema and Literature with one of these topics forming the basis for the detailed study.
- Assessment is based on three outcomes; a written exam and a 15 minute external oral exam.

---

### Skills

- Communication
- Initiative and enterprise
- Problem Solving
- Planning and organising
- Self-management

---

### Associated subjects

- English Language

---

***Italian is not recommended for students who have not completed Italian at Year 10.***

---

---

## Legal Studies

---

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

Is this subject available for acceleration? YES

---

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.

---

### Unit 1 – Guilt and Liability

**Legal Foundations** – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals.

**The presumption of innocence** – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt.

**Civil Liability** – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.

### Unit 2: Sanctions, remedies and rights

**Sanctions** – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence.

**Remedies** – Resolving civil disputes and the institutions available to resolve these disputes.

**Rights** – How individual rights are protected in Australia through the Constitution and through common law and statute law.

### Skills

- Identify key legal terms
- Describe and evaluate case studies
- Explain the key legal foundations
- Discuss strengths and weaknesses of key elements of the law
- Synthesise case studies and draw out knowledge

---

### Associated subjects

- Global Politics
  - English Literature
- 

### Unit 3: Rights and Justice

**The Victorian Criminal Justice System** – Determining whether an accused is guilty beyond reasonable doubt. To impose sanctions where guilt has been found or pleaded.

**The Victorian Civil Justice System** – Determining factors of civil claims, while evaluating the institutions and methods used to resolve disputes. To determine the effectiveness of the Civil Justice system to achieve the principles of justice.

### Unit 4: The people and the Law

**The people and the Australian Constitution** – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers.

**The people, the parliament and the Courts** – Parliament is the supreme law making body and the courts complement the role of parliament in making laws.

---

## Mathematical Methods

---

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

Is this subject available for acceleration? NO

---

Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics.

---

### Units 1 and 2

- Can be taken alone or in conjunction with Year 11 Further Mathematics or Year 11 Specialist Math Units 1 and 2
- Designed for students who are intending to continue with VCE Mathematical Methods Units 3 and 4

### Units 3 and 4

- Can be taken alone or in conjunction with Year 12 Further Mathematics or Year 12 Specialist Math Units 3 and 4
- Mathematical Methods Units 3 & 4 must be taken if doing Specialist Mathematics Units 3 & 4

***A CAS Calculator is required for this subject***

---

### Skills

- Students will cover the graphical representation of polynomial and power functions
- Students will develop algebraic expression and represent functions, relations, equations and simultaneous equations
- Students should be able define constant and average rates of change
- Students will consider events as either impossible, certain, complementary, mutually exclusive, conditional and independent
- Students will cover simple functional relations, inverse functions and the solution of equations

---

### Associated subjects

- Physics
- Chemistry
- Specialist Mathematics
- Further Mathematics
- Economics
- Systems Engineering

---

### Year 10 Links

- Year 10 Mathematical Methods
- Year 10 Enhanced Mathematics

---

***This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.***

---

---

## Media

---

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

Is this subject available for acceleration? YES

Media provides students the opportunity to develop knowledge of the media industry through a study of films, video games, television, print, social media and photography. Students will take this knowledge of the media industry and produce their own media productions (including short films), using school equipment (DSLR cameras, LED lights, microphones, audio recorders, tripods, etc).

---

### Unit 1: Media Forms, Representations and Australian Stories

- Students look at the role of the mass media and how it represents people, places and society.
- Students make a short film, through planning, filming and editing.
- Students explore key features of the Australian media industry (film, television and photography).

### Unit 2: Narrative across Media Forms

- Students examine the styles of media professionals (film and television).
- Students make a short film, via planning, filming and editing.
- Students analyse the impact of digital media technologies on society (social media, smartphones, online streaming, video games and online journalism).

### Unit 3: Media Narratives and Pre-Production

- Students explain and discuss how media narratives are made by directors across two films.
- Students develop practical/creative skills through video exercises (test shooting, lighting, editing etc.).
- Students produce a folio for a media production. This folio is the basis for their production in Unit 4.

### Unit 4: Media Production and Issues in the Media

- Students produce a short film production based on their Unit 3 folio.
- Students evaluate the influence of the media and how audiences use and produce their own media content (including Instagram, Snapchat, YouTube and Facebook).

---

### Skills

- Analysing a range of media texts (film, online media, social media, photography and video games)
- Producing media productions (short films and photography)
- Evaluating the role of the media in shaping society(s)
- Examining how audiences can now produce media content online
- Evaluating the role of the Australian media industry

---

### Associated subjects

- Year 9 Digital Media
- Year 10 Media
- Year 10 Photography

---

**Unit 1&2 – A \$20 charge is attached to this subject**

**Unit 3&4 – A \$25 charge is attached to this subject**

---

***“Media” is considered a folio subject for selection purposes***

---



---

## Music Performance

---

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

Is this subject available for acceleration? YES

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.

This study enables students to:

- Develop and practise musicianship
- Perform, compose, arrange and improvise music from diverse styles and traditions
- Engage with diverse music genres, styles, contexts and practices
- Communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- Explore and expand personal music interests, knowledge and experiences
- Use imagination, creativity and personal and social skills in music making
- Access pathways for further education, training and employment in music
- Use electronic and digital technologies in making and sharing music and communicating ideas about music

***Students nominate whether they will specialise as a soloist or as part of a group throughout the course.***

### **Unit 1 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

### **Unit 2 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Area of Study 4 – Organisation of Sound

### **Unit 3 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

### **Unit 4 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

---

### **Skills**

- **Performance** - Students will present a range of musical works as a soloist and as a member of a group ensemble in front of an audience of peers and the greater school community.
- **Musicianship** – Students will undergo in-depth training in music theory, analysis, composition and music craft in order to better understand the underlying concepts within performance repertoire and to better develop themselves as whole musicians
- **Critical Listening** – Develop a critical ear and hone skills in dissecting music aurally
- **Leadership and Teamwork** – Working together towards a shared goal is one of the cornerstones of any musical group: students will develop leadership and team working skills in music rehearsals
- **Self-Management** – In order to progress in the craft of music, students will learn how to effectively manage their time and work with teachers to create individualized learning plans. This critical skill has unique applications in music but is beneficial to all rigorous academic courses.

---

### **Associated subjects**

- Drama

---

***“Music Performance” is considered a performance subject for selection purposes***

---

---

## Physical Education

---

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

---

Is this subject available for acceleration? YES

---

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

---

### **Unit 1 – The Human Body in Motion**

- Learn about the systems of the body and how they work together to produce movement.
- Learn how body systems adapt and adjust in response to physical activity
- Learn about legal and illegal means of improving performance

### **Unit 2 – Physical activity, sport and society**

- Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan
- Learn about contemporary issues associated with physical activity and sport

### **Unit 3 – Movement skills and energy for physical activity**

- Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport
- Learn how the systems of the body work together to produce energy for physical activity

### **Unit 4 – Training to improve performance**

- Use data from an activity analysis to determine the fitness requirements of selected physical activities.
  - Design a training program using data collected from participating in fitness tests, implement and evaluate the training program
- 

### **Skills**

- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise
  - Describe the role of various body systems contribution to movement
  - Collect data and draw conclusions on factors that impact on physical activity and/or sport
- 

### **Associated subjects**

- Health and Human Development
  - Biology
  - VET Sport and Recreation
-

---

## Physics

---

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

Is this subject available for acceleration? YES

---

Physics seeks to explore and understand the physical world.

---

### Units 1 and 2

- Explaining the physical world
- What do experiments reveal about the physical world?

### Units 3 and 4

- Motion and Power
  - Light and Matter
- 

### Key content

- Thermodynamics
  - Electricity
  - Particle physics and the Big Bang Theory
  - Motion
  - Fields (Gravitational, Magnetic and Electric)
  - Power generation
  - Light as a Wave
  - Light as a Particle
- 

### Skills

- Develop aims and questions, formulate hypotheses and make predictions
  - Plan and undertake investigations
  - Conduct investigations to collect and record data
  - Analyse and evaluate data, methods and scientific models
  - Draw evidence-based conclusions
  - Communicate and explain scientific ideas
- 

### Associated subjects

- Biology
  - Chemistry
  - Mathematics
- 

### Level of maths advisable

Further Mathematics at a minimum, Mathematical Methods preferred

---

---

## Product Design and Technology – Textiles

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

---

### Unit 1 – Sustainable Product Redevelopment

- This unit focuses on the analysis, modification and improvement of a product design
- Sustainable product design thinking

### Unit 2 – Collaborative design

- Producing and evaluating a collaborative designed product. Design teams generate a design brief from a relevant scenario. Materials, techniques and processes are used to transform design options into products

### Unit 3 – Applying the Product Design Process

- A design brief outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints and considerations.

### Unit 4 – Product Development and Evaluation

- In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

---

### Skills

- Creative and Critical Design thinking
- Environmental, Social and Economic Impacts
- Materials and Processes
- Design Brief, Production Plan, Feedback
- Evaluate Relationship between Designer and User
- Finished Product compared to Commercial Quality

---

### Associated subjects

- Studio Art – Art
- Visual Communication Design

---

***Students may only choose one (1) Product Design and Technology subject.***

***“Product Design and Technology - Textiles” is considered a folio subject for selection purposes.***

***Unit 1&2 – A \$35 materials charge is attached to this subject***

***Unit 3&4 – A \$40 materials charge is attached to this subject***

***Students will need to buy additional materials depending on their project***

---

---

## Product Design and Technology – Wood

---

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx>

Is this subject available for acceleration? YES

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability.

---

### Unit 1 – Sustainable product redevelopment

- Sustainable redevelopment of a product – this unit focuses on the analysis, modification and improvement of a product design with consideration of the sustainability.
- Producing and evaluating a redeveloped product – students refer to their working drawings and scheduled production plan, and apply a range of techniques and processes safely to make a redeveloped product.

### Unit 2 – Collaborative design

- Designing within a team – in this unit student’s work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.
- Producing and evaluating within the team – students apply knowledge and skill, techniques and processes, including risk management, to make their own product, designed in accordance with the team requirements

### Unit 3 – Applying the design process

- Design for end-user/s – students examine the product design process and develop skills in writing a design brief.
- Product development in industry – focuses on factors, processes and systems that influence the design and development of products within industrial settings.
- Designing for others – working as designers and applying the product design process to meet the needs of the end user/s.

### Unit 4 – Product development and evaluation

- Product analysis and comparison – students examine design factors that influence the success of commercially available products.
  - Product manufacture – this study focuses on the skills, production techniques and processes to make a product to suit the needs of an end user/s.
  - Product evaluation – this study focuses on evaluation criteria, the performance of checks and tests, and gaining end user/s feedback.
- 

### Skills

- Investigating and defining
  - Design and development
  - Planning and production
  - Evaluation
- 

### Associated subjects

- Mathematics
  - Science
- 

***Students may only choose one (1) Product Design and Technology subject***

***“Product Design and Technology – Wood” is considered a folio subject for selection purposes.***

---

***Unit 1&2 – A \$80 materials charge is attached to this subject***

***Unit 3&4 – A \$80 materials charge is attached to this subject***

---

---

## Psychology

---

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

Is this subject available for acceleration? YES

---

Psychology is the scientific study of human behaviour.

---

### Units 1 and 2

- How are behaviour and mental processes shaped
- External influences of mental processes

### Units 3 and 4

- Experiences affecting behaviour and mental processes
  - How is wellbeing developed and maintained
- 

### Content

- Brain and nervous system functioning
  - Psychological development
  - Sensation and perception
  - Attitudes, prejudice & discrimination
  - Stress
  - Learning and memory
  - States of Consciousness – sleep
  - Mental health
- 

### Skills

- Apply psychological models, theories and concepts to explain thoughts, emotions and behaviour
  - Develop a range of science investigation skills through experimental tasks
  - Apply research and ethical principles in the collection, analysis, evaluation and reporting of data
  - Communicate clearly and accurately using appropriate terminology and conventions
- 

### Associated subjects

- Biology
  - Mathematics
- 

### Level of maths advisable

Further Mathematics

---

---

## Specialist Mathematics

---

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

Is this subject available for acceleration? NO

---

Specialist Mathematics consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

---

### Units 1 and 2

- Must be taken in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Specialist Mathematics Units 3 and 4

### Units 3 and 4

- Must be taken in conjunction with Mathematical Methods Units 3 & 4

---

### Skills

- Gain an understanding of natural numbers and related proofs
  - Represent plane vectors as directed lines segments involving position, displacement and velocity
  - Interpret graphical representation of data
  - Graph simple reciprocal functions including, sine, cosine and tangent
  - Advanced calculus techniques for numeric differentiation and integration
- 

### Associated subjects

- Physics
  - Chemistry
  - Mathematical Methods
- 

### Year 10 Links

- Year 10 Mathematical Methods
  - Year 10 Enhanced Mathematics
-

---

## Studio Art – Art

---

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

---

Is this subject available for acceleration? YES

---

Studio Art – Art is a folio subject that encourages creative potential and quality art work. Students develop an understanding of what a studio process is, on their journey to producing art work based on individual visual language through their own choice of medium, be that sculpture, textiles, painting, drawing, printing etc.

---

### Unit 1 – Studio Inspiration and Techniques

- Identify sources of inspiration, artistic influences and aesthetic qualities.
- Studio Practice – explores a range of materials and techniques. Experiment with visual effects producing at least one finished art work.
- Discuss the way artists from different times and cultures interpreted ideas and inspiration.

### Unit 2 – Studio Exploration and Concepts

- Develop an individual Studio Process based on visual research and enquiry, beginning with an exploration proposal and ending with at least one art work.
- Compare a range of historical and contemporary artists from different times and cultures.

### Unit 3 – Studio Practices and Processes

- Exploration proposal focusing on a framework for the development of themes and potential directions.
- Studio Process includes refining ideas, materials and techniques and aesthetic qualities.
- Artists and Studio Practices investigates the way artists interpret subject matter, aesthetic qualities, message and meaning and historical and cultural influences.

### Unit 4 – Studio production and art industry contexts

- Refinement and presentation of finished art works reflecting the Unit 3 process.
  - Visual and written documentation reflects the students' progress in folio format.
  - Art Industry Contexts investigates established galleries with regards to environmental conditions and requirements where art works are displayed.
- 

### Skills

- Analysis of contemporary art practices
  - Understanding of artists' materials, techniques, and processes
  - Study of artworks from diverse historical and cultural contexts
  - Investigation of artists' sources of inspiration and aesthetic qualities
  - Refinement of critical thinking skills
- 

### Associated subjects

- Visual Communication Design
  - Materials and Systems
  - Textiles
  - Photography
- 

*“Studio Art – Art” is considered a folio subject for selection purposes.*

---

***Students may only choose one (1) Studio Art subject***

---

***Unit 1&2 – A \$30 charge is attached to this subject***

***Unit 3&4 – A \$30 charge is attached to this subject***

---



---

## Studio Art – Photography

---

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

---

Is this subject available for acceleration? YES

---

Students create and build a dedicated photographic portfolio resulting in the creation of final pieces. They will apply theoretical knowledge regarding a range of photo media artists and use photographic equipment to explore and develop a range of techniques. Students also study the art industry by attending a series of gallery inspired excursions.

---

### Unit 1: Folio Projects & Techniques

- Students undertake a series of photographic projects.
- Students explore a variety of camera techniques in order to expand on their photographic skill set.
- Theory-based assessment comprises of written work surrounding artists from different time periods, as well as the rights of artists.

### Unit 2: Exploration of Individual theme & One Artwork

- Students explore their own photographic theme. They will collect artistic influences and develop individual ideas.
- Students will expand on their camera/Photoshop skills obtained in Unit 1.

### Unit 3: Folio Exploration & Art Practice

- Students develop and define an area of creative exploration.
- Students plan and apply a studio process to develop individual ideas.
- Theory work includes an analysis surrounding artist's work from different historical and cultural periods.
- Students will visit galleries in order to further enhance their art industry knowledge.

### Unit 4: Folio of Finished Artworks & Art Industry (Compulsory Gallery Visit)

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
  - Students evaluate the relationships between each piece.
- 

### Skills

- Analysing a range of photographic works
  - Producing photographic works
  - Examining artworks in a gallery setting
  - Manipulating images via Photoshop
- 

### Associated subjects

- Year 9 Digital Media
  - Year 10 Media
  - Year 10 Photography
- 

***Students may only choose one (1) Studio Art subject***

***“Studio Art – Photography” is considered a folio subject for selection purposes.***

---

**Unit 1&2 – A \$150 materials charge is attached to this subject**

**Unit 3&4 – A \$190 materials charge is attached to this subject**

---

---

## Systems Engineering

---

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

Is this subject available for acceleration? YES

In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.

---

### Unit 1 – Mechanical systems

- Learn about mechanical systems
- Design, plan, produce and evaluate a mechanical system

### Unit 2 – Electrotechnological systems

- Learn about electrotechnological systems
- Design, plan, produce and evaluate an electrotechnological system

### Unit 3 – Integrated and controlled systems

- Design, plan and commence production of a mechanical and electrotechnological system
- Discuss the advantages and disadvantages of renewable and non-renewable energy

### Unit 4 – Systems control

- Finalise, document, test and evaluate their finished project
- Evaluate a range of new and emerging technologies

---

### Skills

- Research
- Planning
- Design
- Testing
- Evaluating

---

### Associated subjects

- Mathematics
- Physics

---

***“Systems Engineering” is considered a folio subject for selection purposes.***

***Unit 1&2 – A \$80 materials charge is attached to this subject***

***Unit 3&4 – A \$20 materials charge is attached to this subject***

---

---

## Visual Communication and Design

---

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

---

Is this subject available for acceleration? YES

---

Visual Communication is a bridge between an idea and its intended audience. VCD covers 3 fields of design: communication (graphic) design, industrial (product) design and environmental architecture design. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.

---

### Unit 1 – Introduction to Visual Communication design

- Drawing as a means of communication - create drawings for different purposes using a range of drawing methods, media and materials.
- Design elements and design principles - select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Visual communication design in context - describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

### Unit 2 – Applications of visual communication design

- Technical drawing in context - create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
  - Type and imagery - manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- 

### Skills

- Develop skills in industrial, communication and environmental design fields
  - Technical drawing
  - Experiment with new techniques
  - Creative development
  - Innovation and design thinking
  - Explore new media and materials
- 

### Associated subjects

- Studio Art – Art
  - Studio Art – Photography
  - Product Design and Technology
- 

*“VCD” is considered a folio subject for selection purposes.*

---

**Unit 1&2 – A \$30 charge is attached to this subject**

**Unit 3&4 – A \$30 charge is attached to this subject**

---

---

## VET – Business Administration

---

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/business.aspx>

---

Is this subject available for acceleration? YES

---

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments.

The business skills obtained are essential for employees within all work environments.

*Students are eligible to apply for a nationally recognised Certificate II in Business upon successful completion of Units 1& 2. They will receive a statement of attainment upon successful completion of the 5 units towards their Certificate III.*

---

### Unit 1 & 2

- Contribute to health and safety of self and others
  - Communicate in the workplace
  - Work effectively with others
  - Produce digital text documents
  - Organise and complete daily work activities
  - Deliver a service to customers
  - Work effectively in a business environment
  - Use business technology
  - Use digital technologies to communicate remotely
  - Participate in environmentally sustainable work practices
  - Process and maintain workplace information
  - Handle mail
- 

### Associated subjects

- Business Management
  - Accounting
- 

**Unit 1&2 – A \$195 charge is attached to this subject**

**Unit 3&4 – A \$195 charge is attached to this subject**

---

### Unit 3 & 4

- Organise personal work priorities and development
- Organise workplace information
- Design and produce business documents
- Deliver and monitor a service to customers
- Recommend products and services

---

## VET – Creative and Digital Media

---

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/creativemedialmedia.aspx>

---

Is this subject available for acceleration? YES

---

Creative and Digital Media (Screen and Media) provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable for all careers and a valid pathway into the graphic arts area.

*Students are eligible to apply for a nationally recognized Certificate II in Screen and Media and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.*

---

### Unit 1 & 2

- Apply critical thinking techniques.
- Produce digital images for the web.
- Contribute to the health and safety of self and others
- Work effectively in the creative arts industry.
- Develop drawing skills to communicate ideas.
- Explore and apply the creative design process to 3D forms.
- Maintain interactive content.
- Prepare audio assets.

### Unit 3 & 4

- Create 2D animations.
- Explore and apply the creative design process to 2D forms.
- Author interactive sequences.
- Create visual design components.
- Write content for a range of media.

---

### Associated subjects

- Media
- Studio Art – Photography
- Applied Computing
- Visual Communication Design
- Studio Art – Art

---

**Unit 1&2 – A \$150 charge is attached to this subject**

**Unit 3&4 – A \$000 charge is attached to this subject**

---

---

## VET – Sport and Recreation

---

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx>

Is this subject available for acceleration? YES

Sport and Recreation enables students to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills, together with the knowledge of the sport and recreation industry will be developed primarily within theory classes and through participation in practical activities such as Year 7 Camp, interschool sport coaching and delivering sessions to junior PE classes.

*Students are eligible to apply for a nationally recognised Certificate III in Sport and Recreation and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.*

---

### Unit 1 & 2

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide Quality Service
- Respond to Emergency Situations
- Develop and update officiating knowledge
- Conduct sport, fitness or recreation events

### Unit 3 & 4

- Participate in hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs
- Plan and conduct programs
- Facilitate groups
- Educate user groups

---

### Skills

- Develop skills and knowledge such as organisation, occupational health and safety and group facilitation to be able to successfully deliver sport and/or recreation activities to groups

---

### Associated subjects

- Health and Human Development
- Physical Education

---

***Unit 1&2 – A \$195 charge is attached to this subject***

***Unit 3&4 – A \$195 charge is attached to this subject***

---

## YEAR 11 2021 SUBJECT SELECTION PLAN

YEAR 11 STUDENTS MUST ENROL IN A TOTAL OF 6 SUBJECTS; THIS INCLUDES UNIT 1 & 2 AS WELL AS ANY 3 & 4 SUBJECTS. ALL STUDENTS MUST STUDY AT LEAST 2 UNITS OF ENGLISH OR ENGLISH LITERATURE.

Any plans to accelerate will require a B average and the relevant sub school approval.

| Learning Area                        | Subjects                                                                                                                                             | Preferences<br>(1-8, including Unit 3-4) |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>COMMERCE</b>                      | Accounting Unit 1 & 2                                                                                                                                |                                          |
|                                      | Business Management Unit 1 & 2                                                                                                                       |                                          |
|                                      | Economics Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Legal Studies Unit 1 & 2                                                                                                                             |                                          |
| <b>COMPUTING</b>                     | Computing (Information Technology) Unit 1 & 2                                                                                                        |                                          |
| <b>DIGITAL MEDIA/VISUAL ARTS</b>     | Media Unit 1 & 2                                                                                                                                     |                                          |
|                                      | Studio Art – Art Unit 1 & 2<br><b>OR</b><br>Studio Art – Photography Unit 1 & 2<br><b>Circle one option only</b>                                     |                                          |
|                                      | Visual Communication and Design Unit 1 & 2                                                                                                           |                                          |
|                                      |                                                                                                                                                      |                                          |
| <b>ENGLISH</b>                       | English Unit 1 & 2                                                                                                                                   |                                          |
|                                      | English Literature Unit 1 & 2                                                                                                                        |                                          |
|                                      | EAL Unit 1 & 2                                                                                                                                       |                                          |
| <b>FOOD TECHNOLOGY</b>               | Food Studies Unit 1 & 2                                                                                                                              |                                          |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Health & Human Development Unit 1 & 2                                                                                                                |                                          |
|                                      | Physical Education Unit 1 & 2                                                                                                                        |                                          |
| <b>HUMANITIES</b>                    | Geography Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Global Politics Unit 1 & 2                                                                                                                           |                                          |
|                                      | History Unit 1 & 2                                                                                                                                   |                                          |
| <b>ITALIAN</b>                       | Italian Unit 1 & 2                                                                                                                                   |                                          |
| <b>MATHEMATICS</b>                   | Foundation Mathematics Unit 1 & 2                                                                                                                    |                                          |
|                                      | Further Mathematics Unit 1 & 2                                                                                                                       |                                          |
|                                      | Mathematical Methods Unit 1 & 2                                                                                                                      |                                          |
|                                      | Specialist Mathematics Unit 1 & 2                                                                                                                    |                                          |
| <b>PERFORMING ARTS</b>               | Drama Unit 1 & 2                                                                                                                                     |                                          |
|                                      | Music Performance Unit 1 & 2                                                                                                                         |                                          |
| <b>SCIENCE</b>                       | Biology Unit 1 & 2                                                                                                                                   |                                          |
|                                      | Chemistry Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Physics Unit 1 & 2                                                                                                                                   |                                          |
|                                      | Psychology Unit 1 & 2                                                                                                                                |                                          |
| <b>TECHNOLOGY</b>                    | Product Design and Technology – Textiles Unit 1 & 2<br><b>OR</b><br>Product Design and Technology – Wood Unit 1 & 2<br><b>Circle one option only</b> |                                          |
|                                      | Systems Engineering Unit 1 & 2                                                                                                                       |                                          |
|                                      |                                                                                                                                                      |                                          |
| <b>VET</b>                           | Business Administration Unit 1 & 2                                                                                                                   |                                          |
|                                      | Creative and Digital Media Unit 1 & 2                                                                                                                |                                          |
|                                      | Sport and Recreation Unit 1 & 2                                                                                                                      |                                          |

## UNIT 3 & 4 VCE SUBJECTS – FOR STUDENTS WHO HAVE ALREADY COMPLETED UNIT 1-2 SUBJECTS ONLY AND SUBJECT TO MEETING THE ACCELERATION CRITERIA

These units are offered to Year 11 students who have **already** demonstrated a commitment and ability to meet the demands of a subject at Unit 1 & 2 level with a B average and Sub School approval.

| Learning Area                        | Subject                                                                                                                            | Preference |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>COMMERCE</b>                      | Accounting Unit 3 & 4                                                                                                              |            |
|                                      | Business Management Unit 3 & 4                                                                                                     |            |
|                                      | Economics Unit 3 & 4                                                                                                               |            |
|                                      | Legal Studies Unit 3 & 4                                                                                                           |            |
| <b>COMPUTING</b>                     | Computing (Software Development) Unit 3 & 4<br><b>OR</b><br>Computing (Data Analytics) Unit 3 & 4<br><b>Circle one option only</b> |            |
| <b>DIGITAL MEDIA/VISUAL ARTS</b>     | Media Unit 3 & 4                                                                                                                   |            |
|                                      | Studio Art – Art Unit 3 & 4<br><b>OR</b><br>Studio Art – Photography Unit 3 & 4<br><b>Circle one option only</b>                   |            |
|                                      | Visual Communication and Design Unit 3 & 4                                                                                         |            |
| <b>ENGLISH</b>                       | English Literature Unit 3 & 4                                                                                                      |            |
| <b>FOOD TECHNOLOGY</b>               | Food Studies Unit 3 & 4                                                                                                            |            |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Health and Human Development Unit 3 & 4                                                                                            |            |
|                                      | Physical Education Unit 3 & 4                                                                                                      |            |
| <b>HUMANITIES</b>                    | History Unit 3 & 4                                                                                                                 |            |
| <b>MATHEMATICS</b>                   | Further Mathematics Unit 3 & 4                                                                                                     |            |
|                                      | Mathematical Methods Unit 3 & 4                                                                                                    |            |
| <b>PERFORMING ARTS</b>               | Music Performance Unit 3 & 4                                                                                                       |            |
| <b>TECHNOLOGY</b>                    | Product Design & Technology – Wood Unit 3 & 4                                                                                      |            |
|                                      | Systems and Engineering Unit 3 & 4                                                                                                 |            |
| <b>VET</b>                           | Business Administration Unit 3 & 4                                                                                                 |            |
|                                      | Sport and Recreation Unit 3 & 4                                                                                                    |            |

### QUESTIONS TO ASK ABOUT MY SUBJECT CHOICES?

---



---



---



---



---



---



---



---





