



SUNBURY
COLLEGE

SENIOR SCHOOL VCE & VCE VM COURSE GUIDE 2027



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Introduction

Welcome to VCE and VCE VM. This guide is designed to provide specific information on courses available in the Victorian Certificate of Education (VCE) and Victorian Certificate of Education - Vocational Major (VCE VM) program in 2027.

Entering into Year 11 and 12 is an important milestone for students. Both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education - Vocational Major (VCE VM) prepare students for further education, training and employment. While Year 11 and 12 are not without their challenges, these important years provide students with a fantastic opportunity to set themselves up for future success in their chosen fields.

Sunbury College offers the opportunity to complete a tailored VCE or VCE VM program. The College supports students in achieving academic success with a support network that includes the Senior School Leader, Year Level Coordinators, the Careers and Pathways team, and the Inclusion and Wellbeing team. Academic success is fostered through programs like the weekly study club, study skills program and the 'Big Day Out' at RMIT University. Students also have access to a range of Vocational Education and Training pathways.

In selecting their VCE or VCE VM pathway, students should take the time to reflect on career pathways that interest them.

The nature of their intended career, and any further education or training required beyond secondary school, will provide a guide as to what subjects to undertake as part of their chosen program.

This guide provides advice on pathways and typical courses of study suitable for specific career areas. Students should also be aware of any prerequisites for entry to tertiary courses when selecting subjects. Students are encouraged to attend open days in August and visit relevant websites suggested by the Careers and Pathways team. Above all, students should seek advice on what course of study is the best fit for them. The senior years of schooling are an exciting time, a time in which our young people will forge a pathway for themselves beyond Sunbury College. Success will come only with hard work and determination. We look forward to supporting them as they take this journey.

Three-Year Course Plan

Students are required to select a Three-Year Course plan for Years 10 – 12, ensuring they consider their pathway options beyond school and enabling choice of an appropriate program. The Senior School and Careers and Pathways teams gain an overview of student program selection and the suitability of each student's choice.

It is important for students to participate in their education and have a voice in their senior years program. In doing so students become more aware and choose realistic programs that are achievable, having both a positive effect on their learning and commitment to their chosen program. There is also an important element of flexibility to a senior program, having a plan makes it much simpler when consulting the Careers and Pathways team, Coordinators and Senior School Leader to make adjustments that benefit the strengths and support students achieving their academic and study goals beyond Sunbury College.

Through this process of completing a Three-Year Course Plan, students must read and review the Year 10, VCE and VCE VM Course Guides, and be prepared to update their plan each year. They should consult their support network including parents/carers, review their Year 9 Morrisby report and ensure their 'My Career Portfolio' is updated or completed.

Education Voluntary Contribution

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 11 and 12 will be approximately \$285 which includes the provision of a diary, ID card, printing, core subject consumables, wellbeing programs, and whole school cultural activities. At Year 12, the contribution also includes a graduation folder.

A breakdown of payments can be found on the College website under Policies - Parent Payment Arrangements.

Year 11 Education Voluntary Contribution

At Year 11 students select subjects to support their chosen pathway. The contribution also supports choices and access to high quality classroom resources. An extra voluntary contribution for electives that have demands for consumables and a high level of activity will ensure a high-quality program.

- Food Technology \$170
 - Art Making and Exhibiting \$90
 - Outdoor Education and Environment Studies \$500
- ** These are based on 2026

Year 12 Education Voluntary Contribution

At Year 12 students select subjects to support their chosen pathway. The voluntary contribution also supports choices and access to high quality classroom resources. An extra voluntary contribution for electives that have demands for consumables and high level of activity will ensure a high-quality program.

- Food Technology \$170
 - Art Making and Exhibiting \$90
- ** These are based on 2026

Vocational Education and Training

For senior students undertaking a VET subject, there may be a materials charge. The program is heavily supported by government funding and all enrolment costs are covered. However, the materials charge is not covered and will need to be paid by the enrolling student.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a certificate which recognises the successful completion of a student's secondary education. This certificate is administered and governed by the rules of the Victorian Curriculum and Assessment Authority (VCAA). To obtain the VCE, students must satisfactorily complete a minimum of sixteen units of study, usually undertaken over two years. These units are semester long and may include VCE and VCE VET programs.

Entry Requirements

The College has a Promotion Policy from Year 10 to VCE. The policy stipulates the criteria a student needs to meet before automatically entering a VCE program. The policy is designed to make sure that students entering a VCE program are equipped with the skills, knowledge base, and work habits to enable them to successfully complete VCE. The College does take into account individual circumstances when applying this policy.

Students must demonstrate the minimum requirements to be eligible to be automatically promoted into VCE; all students need to work towards demonstrating the following:

- Maintaining an average Work Habit Rating of 3.00 or above
- A minimum of eight satisfactory results as reported on semester reports across the course of the year, including a satisfactory result in English
- A minimum of 90% attendance in classes. Note: the policy for VCE is 90% attendance

Successful Completion of VCE

Students at Sunbury College usually study twelve units (six subjects) at Year 11 and ten units (five subjects) at Year 12 – combining for a total of twenty two units across the two years.

Successful completion of the VCE requires satisfactory completion of a minimum of sixteen units which must include:

- Three units from the English group, including both Units 3 and 4
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Study Score and ATAR

At the completion of the VCE, students will receive a study score for a successfully completed Unit 3 and 4 sequence. Study scores are calculated by combining the internal school assessments (SACs) and external exams. The combined study scores from all subjects completed is used by VTAC to calculate the student's Australian Tertiary Admissions Rank (ATAR). The ATAR is primarily used for entrance into university.

To receive a study score students must receive two or more graded assessments in the study and be awarded an S for both units 3 and 4 in the same year. Study scores and ATAR scores are calculated and distributed mid December.

Graded Assessment

Units 1 and 2 are school assessed. Students will receive an S or N in conjunction with a graded mark for School Assessed Coursework (SAC) and School Assessed Tasks (SATs) to provide feedback on their level of performance. Graded assessment is not included on the official statement of S/N results provided by the Victorian Curriculum and Assessment Authority.

In every Unit 3 and 4 study, one or more examinations will be given as part of the assessment in the study during the end of year examination period. VCE studies also have a system of graded assessment based on SACs. Some folio-based studies, such as Visual Communication, Product Design, Applied Computing and Studio Arts, will also have School Assessed Tasks (SATs).

Assessment

Students will receive an 'S' ('satisfactorily completed') or 'N' ('not satisfactorily completed') for each unit depending on whether or not all Learning Outcomes have been successfully met. Each unit has between two and four Learning Outcomes as determined by the VCAA.

Satisfactory completion of a Learning Outcome means:

- The key knowledge and skills outlined in the study design have been demonstrated
- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own and can be verified by the teacher
- There have been no breaches of rules set by VCAA or the school

Unit Structure

Unit 1 and 2 subjects are undertaken at Year 11.

Unit 3 and 4 subjects are undertaken at Year 12.

In cases of acceleration, students in Year 10 and 11 will undertake a VCE study a year earlier than normal. All Unit 3 and 4 subjects are completed in sequence. Typically students complete both Unit 1 and 2 of their allocated subject. However there is flexibility for students to apply to change subject/s at the end of Semester 1 of Year 11.

Standard VCE Course Structures at Sunbury College

Year Level	No. of units required	Must include
Year 11	12 per year (six per semester)	At least 2 units of English and 10 other units
Year 12	10 per year (five per semester)	At least 2 units of English and 4 other Unit 3 and 4 sequences (Year 12 course will include one block of Private Study)

Variations in VCE Programs

Students may vary the usual VCE program requirements if they:

- have transferred from interstate or overseas
- have results from VCE VM
- are exchange students
- have previously been enrolled in the International Baccalaureate
- wish to complete VCE as a three year program

Victorian Certificate of Education-Vocational Major

The Victorian Certificate of Education - Vocational Major (VCE VM) is a certificate which recognises the successful completion of a student's secondary education. This certificate is administered and governed by the rules of the Victorian Curriculum and Assessment Authority (VCAA). To obtain the VCE VM, students must satisfactorily complete a minimum of sixteen units of study, usually undertaken over two years. These units are semester long and will include a Vocational Certificate. At Sunbury College VCE VM is offered at Year 11 and Year 12.

The VCE VM curriculum comprises four core curriculum strands:

- Literacy and Numeracy: focuses on practical reading, writing, oral communication, and real-world maths skills applicable to daily life and future careers
- Work Related Skills: prepares students for employment through workplace safety training (OHS), resumé building, and portfolio development
- Personal Development Skills: develops self-confidence, teamwork, leadership, and community involvement through active citizenship
- Industry Specific Skills: incorporates Vocational Education and Training (VET) and structured workplace learning (or school-based apprenticeships) to build hands-on skills

Entry Requirements

The selection process for VCE VM ensures students enrolled in the program have the commitment, work habits, and skills to be successful in their school-based subjects, external VET and structured work placement. The VCE VM program has a limited number of places and those places are provided to students that best exhibit the requirements outlined below.

These requirements form the foundation for success at VCE VM and ensure students are ready and have the capacity to meet the learning outcomes.

To be considered for an interview for the Sunbury College Year 11 VCE Vocational Major, students must first submit a written application and meet the following entry requirements:

- Be a current Year 10 student at Sunbury College
- Have a minimum Work Habit Rating of 3.00 in Semester 2 of the current year
- Have a demonstrated commitment to improving work habits in English and Maths
- A minimum of 90% attendance in classes
- The online completion of their 'My Career Portfolio' to a high standard
- Have a clear area of vocational interest and demonstrate commitment to pursuing that pathway
- Organised and participated in the Year 10 Work Experience program
- Demonstrate a commitment to organising and participating in Structured Workplace Learning

Entry to the Year 12 Senior Certificate Level is based on performance in Year 11. Students must meet the following requirements to be selected for a promotion interview:

- Be a current Year 11 student at Sunbury College
- Satisfactory completion of a current VCE VM program and the ability to continue in a VET subject
- Participation in VCE VM activities related to Personal Development and Work Related skills
- Have a minimum Work Habit Rating of 3.00 in Semester 2 of the current year
- Have a demonstrated commitment to improving their Literacy and Numeracy skills
- A minimum of 90% attendance
- The online completion of their 'My Career Portfolio' to a high standard

If selected for interview and consideration to continue in the Sunbury College VCE VM program, students must provide evidence of the following:

- An identified vocational pathway
- A keen interest in a VET program relevant to their career aspirations
- A demonstrated "hands-on" learning style
- A demonstrated ability to work positively with peers and teachers in group activities
- A commitment to organising and participating in a Structured Workplace Learning placement

Successful Completion of a VCE VM qualification

A student is awarded a certificate when they gain credits for 16 units that fulfill the minimum requirements for their learning program. A credit is gained for the successful completion of a unit of study.

At Sunbury College, a unit of study can be:

- One VCE VM unit
- 90 hours for VET modules or units of competency and/or Further Education (FE) modules.

A student's VCE VM learning program must include the successful completion of a minimum of 16 units:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- A minimum of 3 sequences of Units 3 and 4 studies in addition to their Literacy Sequence

How VCE VM might look at Sunbury College

Year 11 Semester 1 Unit 1 VCE VM

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Literacy	External VET	Numeracy	Integrated Workplace Program (Term 1 Only)
2	Literacy	Work Related Skills		Literacy	
3	Numeracy	Personal Development		Work Related Skills	
4	Work Related Skills	Literacy		Personal Development	
5	Personal Development	Numeracy		Numeracy	

Year 11 Semester 2 Unit 2 VCE VM

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Literacy	External VET	Numeracy	Structured Workplace Learning
2	Literacy	Personal Development		Work Related Skills	
3	Numeracy	Work Related Skills		Literacy	
4	Work Related Skills	Literacy		Personal Development	
5	Numeracy	Personal Development		Numeracy	

Year 12 Senior VCE VM (full year)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Literacy	External VET	Numeracy	Structured Workplace Learning
2	Literacy	Personal Development		Work Related Skills	
3	Numeracy	Work Related Skills		Literacy	
4	Work Related Skills	Literacy		Personal Development	
5	Numeracy	Personal Development		Numeracy	

Vocational Education Training

VET courses provide students with specific training in a variety of industries and recognition of their competency to undertake work tasks. The courses are more practical in structure than a traditional VCE curriculum.

The courses offered by schools range from Certificate II to Certificate III level under the Australian Qualification Framework, and are nationally recognised and often delivered under the auspices (guidance) of a Registered Training Organisation, such as a TAFE.

Completion of parts or all of a certificate program can contribute towards the successful completion of the VCE or VCE VM. The level of contribution varies according to the hours undertaken in the program. Some can contribute to a student's Australian Tertiary Admissions Rank (ATAR). Most courses require a student to undertake structured workplace learning with an employer.

Internal VET

Note: Students must complete the first year of the program to be able to access the second year of the program. Most programs commence at Year 10.

- Community Services
- Creative Industries
- Dance
- Music
- Sport and Recreation

External VET

VCE VM students attend a Registered Training Organisation (RTO) such as a TAFE (generally Kangan Batman TAFE and Victorian University).

Courses offered include: Allied Health, Aged Care, Animal Studies, Automotive, Beauty Services, Carpentry, Community Services, Electro Technology, Engineering, Equine, Hairdressing, Kitchen Operations, Logistics, Plumbing and Retail Cosmetics.

Students must be able to independently travel to the Registered Training Organisation at locations including: Broadmeadows, Sunshine and the city.

A requirement for all external VET courses is that students undertake a work placement relevant to their course. Students are required to organise their own work placement but can receive help from the Careers and Pathways team for letters requesting placements.

School Based Apprenticeships

School Based Apprenticeships and Traineeships (SBATs) are a distinct pathway within Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old and enrolled in the VCE VM program.

An SBAT offers students the option of combining part-time employment, school and training. The SBAT is undertaken under a training contract with an employer, has a Training Plan signed by the school, is formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification. An SBAT forms an integral part of the student's school learning program; students spend a minimum of one day of the normal school week in employment and/or structured training as an apprentice or trainee.

Like other VETiS offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school based apprentices and trainees move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training.

SBAT students must undertake at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program.

For further information, please contact **Brie Berzins, Careers, Pathways and Vocational Education Leader**.

Education Items Contribution

Year 11 Education Items

The school uses this voluntary contribution of approximately \$285 to enhance the educational experience of all Year 11 students and includes the provision of a student planner, ID card, printing, core subject consumables, wellbeing programs, the swimming and athletics carnivals.

At Year 11 students select subjects to support their chosen pathway. The contribution also supports choices and access to high quality classroom resources. An extra contribution for electives that have demands for consumables and a high level of activity will ensure a high-quality program.

- Food Technology approximately \$170
- Art Making and Exhibiting approximately \$90
- Outdoor Education and Environment Studies approximately \$500

Year 12 Education Items

The school uses this voluntary contribution of approximately \$285 to enhance the educational experience of all Year 12 students and includes the provision of a student planner, ID card, printing, core subjects consumables, wellbeing programs, the swimming and athletics carnivals.

At Year 12 students select subjects to support their chosen pathway. The contribution also supports choices and access to high quality classroom resources. An extra contribution for electives that have demands for consumables and a high level of activity will ensure a high-quality program.

- Food Technology approximately \$170
- Art Making and Exhibiting approximately \$90

Vocational Education and Training

For senior students undertaking a VET subject, there may be a materials charge. The program is heavily supported by government funding and all enrolment costs are covered. However, the materials charge is not covered and will need to be paid by the enrolling student.

Designing your VCE Program

When selecting VCE subjects it is important to select a balanced course that reflects your strengths, interests and future educational or career objectives, without narrowing your options. The following is a list of some subjects that may be complementary to your field of interest. Whatever your field of interest you need to ensure you have checked the prerequisite at www.vtac.edu.au

Field	Complementary Subjects	Field	Complementary Subjects
Architecture/ Building and related activities	English Accounting Applied Computing Design and Technology Art Making and Exhibiting Business Management History Mathematics Media Visual Communication	Engineering and related activities	English Chemistry Computing Design and Technology Language - Japanese Mathematical Methods Physics Specialist Mathematics
Arts - Humanities	English Geography History Legal Studies Language - Japanese Media Psychology	Health and Sport	English Biology Business Management Chemistry Food and Technology Health and Human Development Mathematics Physical Education Psychology VCE VET Sport and Recreation
Business Hospitality Tourism and related activities	English Accounting Applied Computing Business Management Food Technology Geography Legal Studies Language - Japanese Mathematics	Information Technology	English Accounting Applied Computing Business Management Design and Technology Mathematics Media Physics

Field	Complementary Subjects	Field	Complementary Subjects
Art and Design	English Art Making and Exhibiting Design and Technology Drama Media Visual Communication VCE VET Creative Industries VCE VET Music Performance	Law	English Accounting Business Management History Legal Studies Mathematics
Education	English Drama Geography History Language - Japanese Mathematics Physical Education Psychology	Science and Medicine	English Applied Computing Biology Chemistry Mathematics Physical Education Physics Psychology

Summary of VCE Subject Offerings and Key Contacts

Arts	Art Making and Exhibiting Drama Media VCE VET Creative Industries VCE VET Music Industry - Performance Visual Communication Design	Carey O'Grady
Technology	Applied Computing Food Studies Product Design and Technology - Textiles	Megan Chandra
English	English Literature	Rebecca Kirkham
Health and Physical Education	Health and Human Development Outdoor and Environmental Education Physical Education VCE VET Sport and Recreation	Lukus Qoon
Humanities	Accounting Business Management Geography History Legal Politics	Jacque Pernar
Mathematics	General Mathematics Further Mathematics Mathematical Methods Specialist Mathematics	Trent Purches
Languages	Japanese	Yiu Chung
Science	Biology Chemistry Physics Psychology	Claire Crawford
VCE VM	Literacy Numeracy Personal Development Work Related Skills VCE VET Community Service	Natasha Fella

VCE Accounting

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

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

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

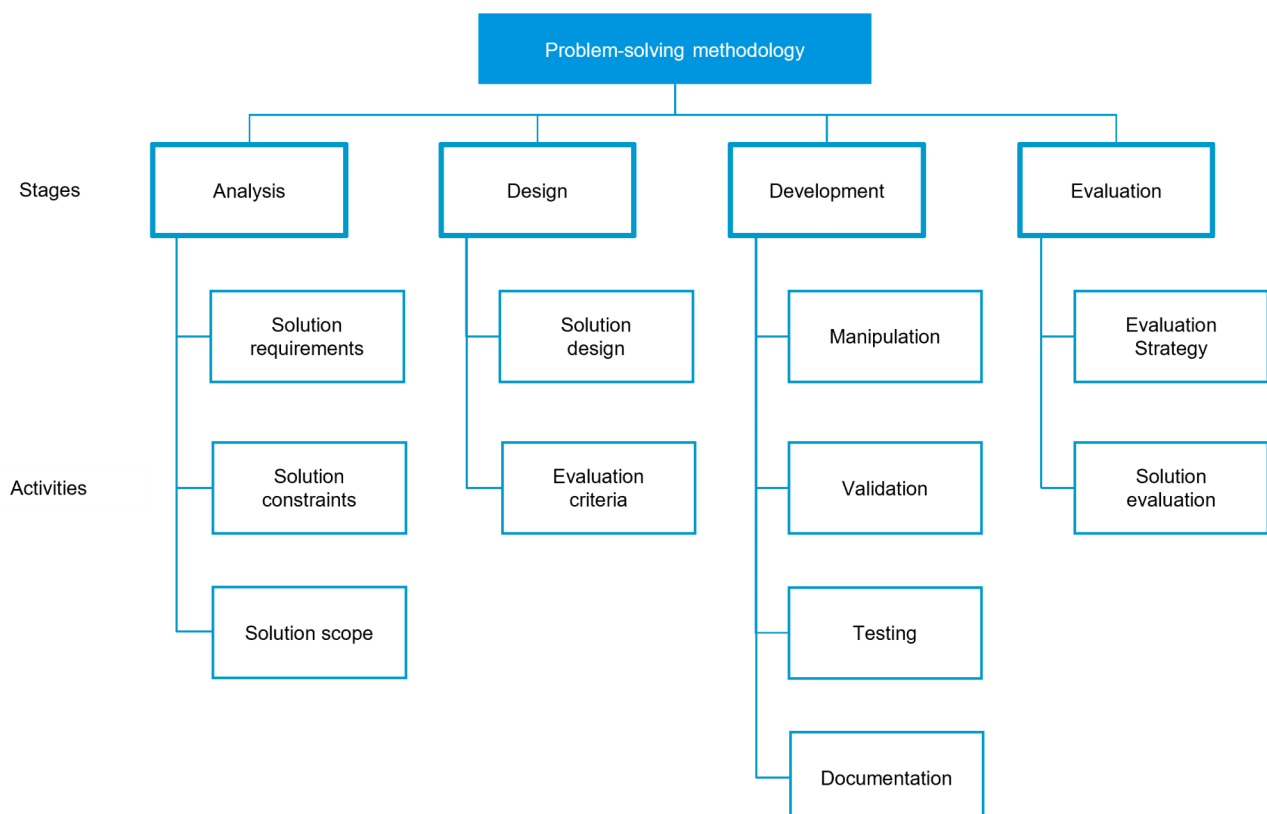
Final examination – 50%

VCE Applied Computing

VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level.

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

The problem-solving methodology comprises the four stages of: analysis, design, development and evaluation. For each of these stages there is a typical set of activities, as shown in Figure 1 below. Specific details of the scope of the problem-solving methodology stages are provided in the Problem-solving methodology specifications and the introduction to the relevant areas of study. Note: when creating solutions, this methodology can be applied as a single stage-by-stage problem-solving process or applied to each iteration of an agile problem-solving process.



Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

Students are introduced to data analytics, responding to teacher-provided solution requirements, and designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In the programming area of study, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Unit 2: Applied Computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information. They work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution.

As an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Unit 3: Data analytics

In this unit students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Students respond to teacher-provided solution requirements and designs to develop data visualisations; and apply specific functions of database and spreadsheet software tools to manipulate, cleanse and analyse data.

When studying data analytics: analysis and design, students propose a research question, prepare a project plan, collect, analyse and prepare data, and design infographics and/or dynamic data visualisations. This forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4.

Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

Students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3 into infographics and/or dynamic data visualisations. They evaluate the infographics and/or dynamic data visualisations and assess the project plan. This forms the second part of the School-Assessed Task (SAT).

When studying Cyber security: data security, students investigate emerging trends in cyber security and focus on data and information security and its importance to organisations. Students investigate security strategies used by an organisation to manage the collection, communication and security of data and information in its networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect its data and information, and consider the consequences for an organisation that fails to protect its data and information.

Students analyse a case study that investigates the impact of a data breach on an organisation. They examine the cyber security threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 20%

Units 3 and 4 School-assessed task – 30%

End-of-year examination – 50%

VCE Art Making and Exhibiting

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in.

The structure of Art Making and Exhibiting, with key concepts of art making and exhibiting artworks across Units 1–4, is indicated in the diagram below.



Unit 1: Explore, expand and investigate

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

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 3: Collect, extend and connect

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Unit 4: Consolidate, present and conserve

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

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 10%

School-assessed task - 60%

End-of-year examination - 30%

VCE Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They interpret patterns of inheritance, pedigree charts and predict outcomes of genetic crosses. Students analyse asexual and sexual reproductive strategies, including cloning technologies. They study structural, physiological and behavioural adaptations. Students explore interdependences between species and how they maintain the distribution, density and size of a population, and consider the contributions of Aboriginal and Torres Strait Islander knowledge.

Unit 3: How do cells maintain life?

Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

Students consider the continual change and challenges of life on Earth. They study the human immune system. Students consider how bioethical issues and challenges relate to disease. They consider how evolutionary biology is based on the accumulation of evidence over time, and examine the evidence for relatedness between species over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination – 50%

VCE Business Management

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge is vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business, and establish a customer base. In this unit, students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses, and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination – 50%

VCE Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

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

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

This unit focuses on how society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. Chemical processes are evaluated with reference to factors that influence their reaction rates and extent, and students investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Practical investigations are conducted involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds.

They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination – 50%

VCE Drama

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts including Aboriginal and Torres Strait Islander Peoples' artistic practice. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, narratives and diverse stories that shape their worlds.

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

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

Unit 2: Contemporary drama practices Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts, and work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place.

They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 40%

End-of-year performance examination – 35%

End-of-year written examination – 25%

Note: Units 3 & 4 will be offered dependent on student numbers

VCE English

The VCE course focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The course aims to develop literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Units 1 and 2

In Unit 1 students read and respond to texts analytically and by making personal connections. In Unit 2 students compare the presentation of ideas, issues and themes in texts. Students will also analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Reading and exploring texts

In this area of study students explore how meaning is created in texts. They identify, discuss and analyse decisions authors have made, and explore how authors use structures, conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader. Students develop the ability to respond to texts in written form. They develop analytical responses dealing with the ways in which texts convey meaning on key issues. They also develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work.

Crafting texts

In this area of study students engage with and develop an understanding of effective and cohesive writing. Students read and engage imaginatively and critically with mentor texts that model effective writing. As they craft their own texts, students explore text structures and language features and ideas.

Analysing and presenting arguments

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in various ways. They explore the use of language for persuasive effect and the structure and presentation of an argument, and practise written analysis of the presentation of argument and the uses of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with language to position audiences.

Units 3 and 4

In Unit 3 students read and respond to texts creatively and analytically. In Unit 4 students analyse arguments and the use of persuasive language in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. They analyse ideas, concerns and values presented in texts.

Reading and responding to texts

In this area of study students apply reading and viewing strategies to critically engage with texts. They analyse explicit and implicit ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. They understand and explore the historical context and the social and cultural values of a text. Students clarify ideas and form views about the text to produce written analytical responses.

Creating Texts

In this area of study students engage imaginatively and critically with mentor texts. Through the close reading of mentor texts, students expand their understanding of the ways vocabulary, text structures, language features, conventions and ideas are used to create texts. They work with mentor texts to inspire and generate ideas for their own writing. Students produce their own texts in response to a specific context, audience and purpose and explain their decisions made through the writing process.

Analysing Argument

In this area of study students analyse the use of argument and language in texts that debate a significant and contemporary issue in the media. Students read, view and listen to a variety of texts from the media, including print and digital, and audio and audio visual. They develop their understanding of the way in which language and arguments complement one another in positioning the reader. Students develop written analysis in response to their explorations. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School assessed coursework – 50%

End -of-year examination – 50%

VCE Food Studies

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

Unit 1: Food origins

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

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Commercial food production industries, at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. The science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, challenges, and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship

between food security, food sovereignty and food citizenship. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. Focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 60%

End-of-year examination – 40%

VCE Geography

Geography is the study of where geographical features are located, why they are there, what makes one place different from another and how and why these differences matter. It looks at the interaction between human activities and natural processes and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and people's responses to them. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population - trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination – 50%

VCE Health and Human Development

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

Unit 1: Health and development of Australia's youth

This unit takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Individual human development and health issues

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. The challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: deforestation and melting glaciers and ice sheets. Students investigate the distribution and causes of these two processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Global health and human development

This unit focuses on global health and human development and explores the interrelationship between health, human development and sustainability. Students will investigate health status and burden of disease in different countries through data analysis, specifically exploring factors that contribute to health inequalities. They will consider health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and mass movement of people (migration).

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination - 50%

VCE History

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

Unit 1: Change and conflict

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. They study events, ideologies and movements of the period after World War I including post-war peace treaties, emergence of extremism and causes of World War II. In addition, students investigate social life and cultural expression of the interwar period and their relation to technological, political and economic changes of the era.

They study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

Unit 2: The changing world order

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. They investigate the causes and consequences of the Cold War - the competing ideologies that underpinned events, effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts.

Unit 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the

interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949)

- the events and conditions that contributed to the outbreak of revolution, including challenges to the early Republican era, the First United Front, the Northern Expedition, the Shanghai Massacre, the Jiangxi Soviet (Kiangsi Soviet), the Nationalist Decade (the Nanjing Decade), the Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan'an Soviet (Yenan Soviet), the Xian Incident and Second United Front, and the Civil War
- the ideas that played a significant role in challenging the existing order, including Sun Yixian's (Sun Yat-sen's) Three Principles of the People, the New Culture Movement and Mao Zedong Thought (Maoism)
- the role of individuals in challenging or maintaining the power of the existing order, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek) and Mao Zedong (Mao Tse-tung)
- the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture and the May Fourth Movements, the New Life Movement, the Red Army, the Guomindang (Kuomintang) and the Chinese Communist Party.

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

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

Unit 3 and 4: Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Students explore significant moments in Australia's history and consider the contributions of different individuals, groups and movements. They analyse a variety of diverse and competing perspectives and historical interpretations, and evaluate the actions and responses of those who advocated for, challenged and/or resisted change. These include the struggles over political rights and freedoms, shifting conceptions of who is an Australian, ways of thinking that were shaped by and responded to the environment and its management, and Australia's engagement in global and regional conflict.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- From custodianship to the Anthropocene (60,000 BCE–1901)
- Creating a nation (1834–1913)
- Power and resistance (1788–1913)
- War and upheaval (1909–1950)

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination - 50%

VCE Japanese

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication.

Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts which may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts, and reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. They consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese, and identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 50%

End-of-year examination (oral component and written component) - 50%

VCE Legal Studies

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

Unit 1: The presumption of innocence

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

Unit 2: Wrongs and rights

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform

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

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination - 50%

VCE Literature

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

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices.

Unit 1

In this unit of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. The concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres are explored including literary movements and/or genres such as: modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

Unit 2

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. They examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

The text and its historical, social and cultural context is also considered, and students reflect on representations of a specific time period and/or culture within a text, exploring the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Unit 3

In Unit 3, students focus on how the form of a text contributes to its meaning. They explore the form of a set text by constructing a close analysis of that text, and then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. The different ways a text can be read and understood is explored, with students developing, considering and comparing interpretations of a set text.

Students also develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Unit 4

In this unit, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination - 50%

VCE Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events.

VCE Mathematics subjects are designed to provide access to worthwhile and challenging mathematical learning. Students are enabled to develop mathematical concepts, knowledge and skills, and to apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems. Students also learn to use technology effectively as a tool for working mathematically.

Entry to VCE Mathematics

Students can enrol in any VCE Mathematics subject regardless of which Mathematics subject they completed in Year 10. However, it is highly recommended that those students who did not receive an S for their Year 10 Mathematics subject, do not undertake a VCE Mathematics subject without significant extra study between Year 10 and year 11.

Similarly, it is strongly encouraged that any student who completed Year 10 Standard Mathematics and chooses to enrol in Mathematical Methods and/or Specialist Mathematics prepare by further developing their algebra skills.

Subjects

Units 1 and 2 (Year 11)

General Mathematics
Mathematical Methods
Specialist Mathematics

Units 3 and 4 (Year 12)

General Mathematics
Mathematical Methods
Specialist Mathematics

General Mathematics Units 1 and 2

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

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

General Mathematics Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Students need to complete either General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 to have the skills needed to successfully complete this subject.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 40%

End-of-year examination 1 – 30%

End-of-year examination 2 – 30%

Mathematical Methods Units 1 and 2

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

Mathematical Methods Units 3 and 4

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

Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework – 40%

End-of-year examination 1 – 20%

End-of-year examination 2 – 40%

Specialist Mathematics Units 1 and 2

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

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The course content will highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Assessment

Units 1 and 2 School-assessed coursework

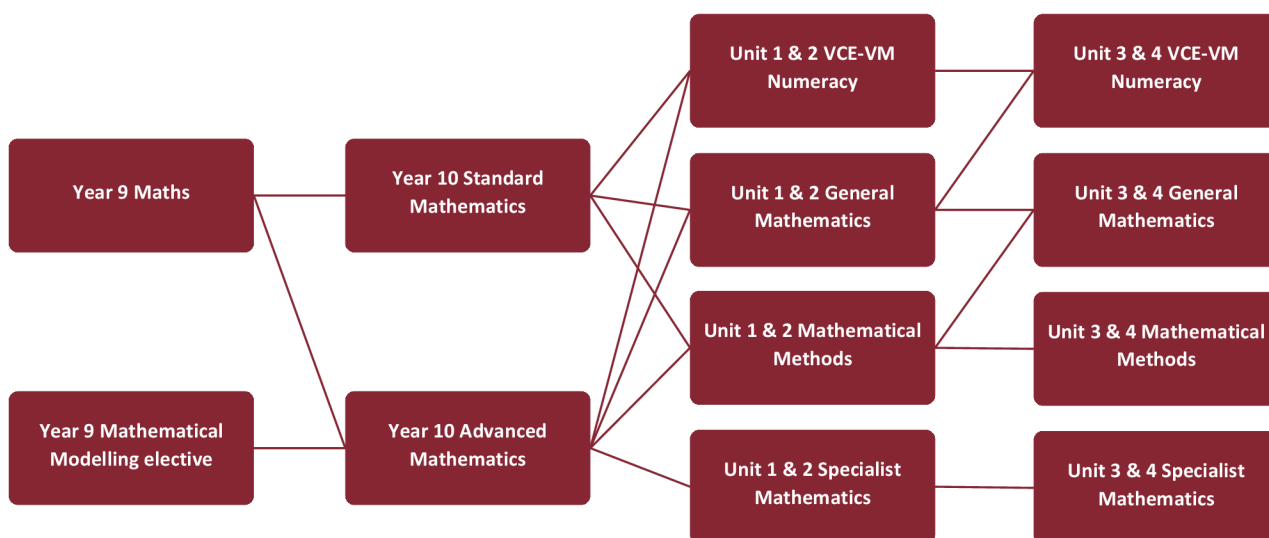
Units 3 and 4 School-assessed coursework – 40%

End-of-year examination 1 – 20%

End-of-year examination 2 – 40%

Course Combinations

The following table gives possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 level.



VCE Media

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society, and are supported to develop and refine their planning and analytical skills; their critical and creative thinking and expression; and to strengthen their communication skills and technical knowledge.

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of how gender stereotypes are constructed in different media forms learning about the process of representation in the mass media. Students apply what they learn to develop their own representations with the creation of their own products for their SAT folio. They explore Australian film narratives and analyse how Australian identity is constructed using media codes and film conventions.

Unit 2: Narratives across media forms

In this unit students explore and examine how narratives are constructed in different media forms, focussing on the intentions of media creators and producers. They will continue to develop their practical skills creating their own narratives in the folio design process. Students can select from a range of media products to create such as, film, photography, audio or print media. To further their knowledge of the media's involvement in our everyday lives, they will investigate the evolution of media technologies, considering how audience habits have changed over time.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

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

In this unit students focus on the production and post-production stages of the media production process, to produce and refine their media product planned for in Unit 3. Students will investigate the media's influence on society and be able to discuss issues of agency and control in the relationship between the media and its audiences.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 20%

Units 3 and 4 School-assessed task - 40%

End-of-year examination - 40%

VCE Outdoor & Environmental Studies

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. They explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment, and are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments.

Unit 4: Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions and management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ.

Assessment

Units 3 and 4 school-assessed coursework – 50%

End-of-year examination – 50%

VCE Physical Education

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

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

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination - 50%

VCE Physics

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

They develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings.

Unit 1: How is energy useful to society?

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. The production of electricity and its delivery to homes is explored, and students explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives, and to think from a new

perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination - 50%

VCE Politics

Note: Students can only choose this subject as a Unit 3 and 4 in either Year 11 or Year 12

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

Unit 3: Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Unit 4: Power in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Assessment

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination – 50%

VCE Product Design & Technology

- Textiles

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

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design.

Unit 1: Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. Students analyse and evaluate existing products and current technological innovations in product design.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product.

Unit 2: Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

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

Unit 3: Ethical product design and development

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

This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve.

Unit 4: Production and evaluation of ethical designs

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

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

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 20%

School-assessed task - 50%

End-of-year examination - 30%

VCE Psychology

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

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses. Students are supported to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

During Unit 2, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. They are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

The contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways is examined. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 50%

End-of-year examination - 50%

VCE Visual Communication Design

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

Unit 1: Finding, reframing and resolving design problems

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

Unit 2: Design contexts and connections

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

Unit 3: Visual communication in design practice

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

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements.

Assessment

Units 1 and 2 School-assessed coursework

Units 3 and 4 School-assessed coursework - 20%

Units 3 and 4 School-assessed task - 50%

End-of-year examination - 30%

VCE VET Community Services

The VCE VET Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector.

VCE VET Community Services is perfect for students looking to move into a range of areas of the community services sector and the first step in developing a sound educational base specific to the fastest growing sector in Australia.

Students who complete this course will receive a Certificate II in Community Services at the end of Year 1, and a partial completion of Certificate III in Community Services in Year 2.

Units of Competency

Year 1: Compulsory Units

- Organise and complete daily work activities
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety

Additional units are completed from a list of electives.

Year 2: Compulsory Units

- Communicate and work in health or community services
- Work with diverse people
- Follow safe work practices for direct client care
- Manage personal stressors in the work environment

Additional units are completed from a list of electives.

Assessment

Year 1: Units 1 and 2 School-assessed coursework

Year 2: Units 3 and 4 School-assessed coursework

Year 2: End-of-year examination

VCE VET Certificate II in Creative Industries

This subject provides students with the opportunity to develop a broad range of knowledge and skills to pursue a career or further training in the entertainment, screen or media industry in areas such as film and television production, theatre staging, sound editing, lighting production, animation, radio broadcasting and photography. To apply skills, students will create their own media productions and be involved in the backstage components of the school production such as, staging, lighting or photography.

Units of Competency

Units 1 and 2: Compulsory Units

- Work effectively with others
- Develop and apply creative arts industry knowledge
- Apply work health and safety practices

Students will be required to complete a range of electives, such as:

- Follow a design process
- Develop basic lighting skills
- Perform basic vision and sound editing

Electives will be confirmed with the provider prior to students commencing the course.

Assessment

Unit 1 and 2 School-assessed coursework

VCE VET Certificate II in Dance

This subject provides students with the opportunity to develop the knowledge, skill and competency that will enhance their training and employment prospects in the live performance industry.

Units of Competency

Year 1: Compulsory Units

- Develop basic dance techniques
- Prepare for live performances
- Follow safe dance practices
- Develop a basic level of physical fitness for dance performance

Students will also complete a minimum of three electives, which will be decided by the provider.

Year 2: Compulsory Units

- Develop basic dance composition skills
- Integrate rhythm into movement activities
- Work effectively in the creative arts industry
- Condition body for dance performance

Students will also complete a minimum of three electives, which will be decided by the provider.

Assessment

Year 1: Units 1 and 2 School-assessed coursework

Year 2: Units 3 and 4 School-assessed coursework

Year 2: End-of-year examination

VCE VET Certificate III in Music Performance

This subject provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 include recording a music demo and preparing for performances. Units 3 and 4 offer scored assessments and include units such as developing improvisation skills, applying knowledge of genre to music-making and performing music as part of a group or as a soloist.

Units of Competency

Year 1: Compulsory Units

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
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Year 2: Compulsory Units

- Develop technical skills for musical performances
- Prepare for musical performances
- Develop and perform musical improvisation
- Develop and apply stagecraft skills
- Perform music as part of a group or Perform music as a soloist

Assessment

Unit 1 and 2 School-assessed coursework

Unit 3 and 4 School-assessed coursework - 50%

End-of-year performance examination - 50%

VCE VET Sport & Recreation

Note: To undertake Year 2 of this course, current Year 10 students must have completed Year 1 in 2026.

The VCE VET Sport and Recreation program provides students with the opportunity to undertake sport activity studies that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry. The course requires students to undertake a number of core competencies, stream competencies plus a range of electives which are intended to enhance student skills and knowledge in more specialised areas of sporting activity.

Please note there are additional charges for this course.

All students have to pay an annual materials fee of \$100 to participate in this program. This cost is directly related to certificate completion including resource booklets and training in First Aid. There may be other costs incurred for excursions and gym sessions.

Units of Competency

Year 2: Compulsory Units

- Participate in workplace health & safety hazard identification, risk assessment and risk control
- Conduct sport coaching sessions with foundation level participants
- Deliver recreation sessions
- Facilitate groups

Assessment

Units 3 and 4 School-assessed coursework - 66%

End-of-year examination - 34%