

# Mater Christi College Curriculum Guide

VCE | VET | VCAL

2022



MaterChristi

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## **SENIOR STUDIES - 2022**

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# INTRODUCTION

As the world of work changes and many industries undergo significant disruption and transformation, young people today are facing a transition to adulthood and full-time employment that is very different from that of their parents and grandparents. Research by the [Foundation for Young Australians](#) has identified four factors leading to faster entry to full-time work for young Australians: Building enterprise skills in education, such as problem solving, communication, creativity, and teamwork, relevant paid employment, paid employment in a future focussed cluster and an optimistic mindset.

In considering possible Victorian Certificate of Education (**VCE**) or Vocational Education and Training (**VET**) or Victorian Certificate of Applied Learning (**VCAL**) program, students should ask lots of questions. We recommend that they talk to their parents, siblings, relatives, neighbours, friends, teachers and other adults about the subjects that they enjoyed at school, their areas of work and how they have got to where they are now.

Students are encouraged to:

- seek good advice and guidance
- research future-focussed employment options
- access and use vocational and practical work experience
- develop career management, job application and interview skills
- focus beyond one career or area of interest
- focus on transferable skills and a range of future options

The Senior Curriculum Guide provides a general introduction to the courses of study offered by Mater Christi College. It includes information to assist in the subject selection process whilst raising awareness of what is available for students in the senior programs at the College.

Full course details of VCE studies, VET and VCAL can be obtained from the Victorian Curriculum and Assessment Authority (VCAA) website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Choosing appropriate subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available. Pastoral Group Teachers, Year Level Coordinators and the Head of Senior School also play a significant role in the counselling of students. They are able to advise them on the suitability of subjects as well as make recommendations for Special Entry Units or Higher Study options. Alternatively, they will be able to direct students to appropriate staff, such as the Careers Counsellor.

Significant events will be held at the College to assist students in the process of subject selections:

- Curriculum Information Webinar for current Years 9 and 10 students and parents – Monday 19 July 2021, 7pm
- 2022 Years 9 and 10 Taster Day selections open – Thursday 17 June 2021
- 2022 Years 9 and 10 Taster Day selections close – Thursday 24 June 2021
- Subject and Tertiary Expo 6-8pm – Thursday 29 July 2021 TBC
- Years 9 and 10 Subject Selection Interviews – individually scheduled times between Wednesday 21 July and Wednesday 4 August 2021
- Year 11 Career/Selection Interviews with Careers Counsellor - individually scheduled times in Terms 2 and 3.

Further details will be on our website.

Please read through all sections of this guide so that elective choices are made wisely, and details are entered correctly.

Planning form to assist subject selection can be found on page [11](#).

Subject preferences must be registered online, and printed copies, together with any other relevant forms, handed to the **Pastoral Group Teacher** by Monday 9 August 2021.

**Collette Bond** | Director of Curriculum

# VCE INFORMATION & POLICIES

The Victorian Certificate of Education (VCE) is a course generally completed over two years. It is conducted under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA).

The following policies and procedures apply to VCE programs in 2022.

## 1. Satisfactory completion of the VCE

To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of 16 Units of study. Up to eight of these Units may be VCE VET Units.

Satisfactorily completed Units must include:

- Three Units of English. Two Units must be a Unit 3 and 4 sequence. English Units can be from English, English Literature, English Language or English as an Additional Language.
- Three sequences of Units 3 and 4 in studies other than English, two of which may be VET sequences.

## 2. Satisfactory completion of a Unit

Students must demonstrate satisfactory achievement for all of the Learning Outcomes for a Unit in accordance with the specifications set out in the study design in order to complete a Unit. This will be recorded as an S. If a student does not satisfactorily achieve one or more of the Learning Outcomes for a Unit, or the work submitted is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that Unit. This will be recorded as an N. Students undertake a range of assessment tasks in order to demonstrate their understanding of each Learning Outcome.

Further details relevant to VCE information and policies are presented to VCE students at the start of each year.

# VCE PREREQUISITES

There are no set entry requirements to most courses at Year 11 (Units 1 & 2). However, performance at Year 10 is an important guide to the suitability of subjects at VCE level. It is important that students consider the advice of teachers regarding choice of subjects.

In commencing VCE, students may be faced with a range of Units, or Unit names, which appear new. Students should investigate these areas carefully. Teachers and students currently involved in these courses can help answer most questions.

It is not compulsory to do both Unit 1 and Unit 2 of a particular subject. This feature of the VCE provides students with the option to gain a breadth of experience in Year 11, yet still remain prepared for Year 12. However, completing both Units 1 and 2 in a particular study provides the student with a stronger foundation in that study, and can be the best preparation for Year 12.

## **VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC) INFORMATION**

Information is accessible on the VTAC site and in their fact sheets and other online publications. Additional career exploration resources are available from the [CEAV](#) and the [Department of Education and Training](#).

## **UNIVERSITY EXTENSION STUDIES**

In addition to their VCE program at Mater Christi College, Year 12 students who meet the criteria are able to extend their experience through the University Extension Program. The criteria include excellent Year 11 results, completion of the VCE subject as a Higher Study or current enrolment in the subject and school recommendation.

An enhancement subject enables high achieving students to study university level subjects while at school. A variety of subjects is available for study in a range of methods from on-campus at the University, off-campus at school centres or by distance education. Over the years, Mater Christi College students have successfully studied Politics, Accounting, Economics, IT and Maths.

The university study is included in the calculation of the student's Australian Tertiary Admissions Rank (ATAR). In addition, students are eligible to receive credit for future university studies. Students are provided with extra intellectual challenges and are able to interact with university staff members who have expertise in their Unit area. Interested students should speak with the Year Level Coordinator prior to making subject selections.

For further information click on the links below:

[Deakin Accelerate](#)

[The University of Melbourne Extension Program](#)

[Monash Extension Program](#)

[La Trobe VCE Plus Program](#)

# YOUR VCE PROGRAM

Careful individual counselling is available for all students in planning their VCE program. These detailed discussions will assist students to select a course suited to their ability and aspirations.

Students should complete the grid on page 12, noting the following points:

- The standard program at Mater Christi College consists of 24 Units: 13 Units in the first year and 11 Units in the second year (five Unit 3/4 sequences and a Religion Unit). It is possible to study 13 Units in the second year by taking level 1 and 2, or 3/4 Units. However, this would need careful consideration and discussion with the Year Learning Coordinator.
- All students must undertake studies in English and Religious Education.
- At Year 10, students can select studies from Units 1 and 2 with approval.
- At Year 11, students can select studies from Units 1 and 2 or Units 3/4 with approval.
- At Year 12, students can select studies from Units 1 and 2 or 3/4 Units.

In some instances, students may be advised to complete their VCE part-time over 3 years.

## HIGHER STUDIES

Students in Year 10 and Year 11 may apply to undertake a Higher Study Subject. For Year 11 students this means completing a 3/4 sequence, in conjunction with their Year 11 subjects. In many cases the 3/4 sequence is the continuation of Units 1 and 2 of that study, which the student has already completed while in Year 10. In some exceptional circumstances the 3/4 sequence may be undertaken without previously completing Units 1 and 2. In all cases students must complete a Higher Study application form (available on the College Website) and submit it with their subject selection. An example of the Higher Study form is on page 58. Students must demonstrate the criteria listed on this form to be considered for a Higher Study.

## VIRTUAL SCHOOL VICTORIA

At times there may be a subject outside the offerings of the College that students are passionate about pursuing. If this is the case, we encourage students to consider [Virtual School Victoria](#). Where practical we may be able to provide mentoring and support for students who choose to enrol in a subject via Virtual School Victoria. Please note that there is an additional cost associated with enrolling in Virtual Schools Victoria. Please contact Collette Bond, Director of Curriculum, to discuss this further.

# VOCATIONAL EDUCATION and TRAINING (VET)

Students are able to widen their learning horizons and gain a nationally recognised certificate by completing a Vocational Education and Training (VET) program as part of their VCE or VCAL Certificate.

VET in the VCE programs are an integral part of the VCE and can contribute towards satisfactory completion of VCE as well as completing a nationally recognised qualification.

A number of VET courses, including those offered at Mater Christi College, contribute to the Australian Tertiary Admissions Rank (ATAR).

## VET COURSE OFFERED AT MATER CHRISTI COLLEGE IN 2022

VCE VET Hospitality

*If there are insufficient numbers to run a class at the College, then students may need to undertake this course at another venue in the Mullum Cluster.*

[Mullum VET Cluster Handbook](#)

## VET COURSES LIKELY TO BE OFFERED OFF CAMPUS

Mater Christi College is part of the Mullum Cluster of VET providers. It is anticipated that the VET courses listed below will be offered in 2022 at other schools within our cluster or with some other VET providers including Chisholm Institute.

Due to the practical nature of VET courses there are additional payments required in most VET subjects.

Details about course structure and costs can be obtained from the Pathways Co-ordinator, Sara Mugridge.

Students undertaking a VET course must complete a VET application form (available on the [College website](#)) and submit it with their subject selection form.

## EXAMPLES OF COURSES AVAILABLE

Acting	Hairdressing
Allied Health*	Hairdressing and Make-up
Applied Fashion Design and Technology	Health Services
Automotive Studies (pre-Vocational)	Horticulture
Automotive Technology	Information Technology *
Beauty Services	Kitchen Operations
Building and Construction – Carpentry	Laboratory Skills *
Children's Services	Media *
Christian Ministry and Theology Studies	Music Industry *
Cisco Integrated Technologies	Printing and Graphic Arts (General)
Community Services *	Renewable Energy
Dance	Retail Make-up - Skin Care
Design Fundamentals	Sport & Recreation
Engineering Studies *	Telecommunications (Cabling)
Equine Industry *	Tourism

For a full list of Mullum VET Cluster subjects, Click here: [Mullum VET Cluster Handbook](#)

\* This course is a "scored subject" at Units 3/4 level. By completing the end-of-year exam, students are able to have the result for this included as one of their 'best four' when calculating their ATAR is calculated.

Other subjects will receive a 10% increment (10% of the lowest study score of the primary four subjects, [VCE VET Programs towards the ATAR](#)).

Please consult the Pathways Coordinator about specific course information. Extra information is also available at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Students at Mater Christi College may choose one of two senior certificates: The Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). Both certificates are fully recognised senior secondary education qualifications.

At Mater Christi College we offer the Intermediate VCAL Certificate, which is usually undertaken in Year 11, and the Senior VCAL Certificate, which is usually completed in Year 12.

VCAL provides an exciting, 'hands-on' learning program for students. Students are involved in various activities and events that facilitate completion of modules or Units of work from the following strands:

- VCAL Literacy
- VCAL Numeracy
- VCAL Personal Development Skills
- Work Related Skills and Work Placement
- Industry Specific Skills – VET (Vocation and Educational Training) – see page 9
- Cert II in Small Business
- Religious Education

VCAL is a rigorous program that aims to develop key skills and knowledge required for employment, further education and active participation in the community. Students must be willing to participate in all facets of the program from individual to group work, along with community outreach activities. Attendance at all programs is essential to demonstrate competencies and commitment to self and the program.

A student enrolled in VCAL at Mater Christi College will undertake the following program:

- 3 days per week at school undertaking Literacy, Numeracy, Work Related Skills, Personal Development Skills, Small Business, Public Safety, Religious Education
- 1 day per week at VET training
- 1 day per week of Industry Placement

## SCHOOL ASSESSMENT OF VCAL

When students undertake a VCAL program they are also required to enrol in and complete a VET course of their choice to fulfil the VCAL certificate eligibility requirements.

Students need to demonstrate that they have met the requirements for each strand by completing and submitting all school-based tasks.

The school in accordance with VCAA requirements determines satisfactory completion of Units.

## PATHWAY

VCAL provides a senior school pathway for students who wish to access training programs through TAFE, apply for an apprenticeship to enter employment immediately following secondary school. Although some universities have direct entry schemes for VCAL graduates, it is not considered the most suitable option for students who wish to enter university directly from Year 12.

Students who wish to undertake VCAL as their pathway must undertake an interview selection process after completing the online subject application to determine their suitability for the program.

For more information on the VCAL program, click on the links below:

[About VCAL](#)

[Compulsory Strands](#)

## VCE VET 22480VIC CERTIFICATE II IN SMALL BUSINESS (OPERATIONS/INNOVATION)

DELIVERED OVER 2 YEARS

This is a two-year program. There are 8 core Units and 4 elective Units. The number of Units offered is usually split evenly over the two years.

### AUSPICED BY: RIPPONLEA INSTITUTE (RTO 21230)

.NOTE: For the first year of the two-year course, total Unit hours must be a minimum of 180 nominal hours

		Year For Delivery	Student Year Level
<b>CORE</b>			
VU22520	Contribute to small business operations and innovation (50)	2022	11 &12
VU22521	Develop elementary skills for small business environments (50)	2021	11 & 12
VU22522	Identify small business policies and procedures* (40)	2021	11 &12
VU22523	Undertake basic market research and promotion for a small business product or service (60)	2021	11&12
VU22524	Participate in small business quality processes (25)	2021	11 &12
VU22525	Assist with the presentation of public activities and events (25)	2022	11 & 12
VU22526	Follow procedures for routine financial activities of a small business (20)	2021	11 &12
* BSBWHS201	Contribute to health and safety of self and others (20)	2021	11

**\* Note that BSBWHS201 is a pre-requisite for this Unit.**

#### ELECTIVES – Select four

VU22527	Contribute to small business planning (40)	2022	11 & 12
BSBWOR202	Organise and complete daily work activities (20)		
SITXCCS006	Provide service to customers (25)	2021	11 &12
BSBCRT301	Develop and extend critical and creative thinking skills (40)		
BSBINN201	Contribute to workplace innovation (35)		
BSBSUS201	Participate in environmentally sustainable work practices (20)		
ICTWEB201	Use social media for collaboration and engagement (20)	2022	11 &12
FNSFLT301	Be Money Smart (40)		
BSBPRO301	Recommend products and services (20)	2021	11 &12
FNSFLT401	Be Money Smart through a career in small business (40)		

#### 10949NAT Certificate III in Applied Language

CALOCS301	Conduct basic oral Communication for social purposes in a language other than English	2022	11
CALOCW302	Conduct basic workplace oral communication in a language other than English	2022	11
CALRWS303	Read and write basic documents for social purposes in a language other than English	2022	11
CALRWW304	Read and write basic workplace documents in language other than English	2022	11

# SELECTING YOUR SENIOR YEARS PROGRAM

## PLEASE NOTE:

- A Higher Study takes up two Unit spaces and requires submission of a [Higher Study Application Form](#) (page 46)

## YEAR 11

Year 11 students select thirteen Units: one Religious Education option and twelve additional Units. Please read the section “VCE Requirements” carefully. If a student selects Unit 3&4 Religion and Society as a Higher Study this course takes the place of two Units and they will not need to select another RE option.

RELIGIOUS EDUCATION OPTION (Circle one option)	Selection					
	1	3	5	7	9	11
Religion and Society Unit 1: Religion in Society (11RES1)  <b>OR</b>  Year 11 Catholic Action Program (11CAP)						
	2	4	6	8	10	12

## YEAR 12

Year 12 students select one RE Unit and five additional 3/4 sequences. If a student selects Unit 3&4 Religion and Society this becomes one of their 3/4 sequences and they are not required to select another RE option.

RELIGIOUS EDUCATION OPTION (Circle one option)	Selection				
	1	2	3	4	5
Religion and Society Unit 2 Religion in Society (12RES2)  <b>OR</b>  Year 12 Catholic Action Program (12CAP)					

# REGISTERING YOUR SUBJECT CHOICES

## THROUGH WEB PREFERENCES

Web Preferences is a web application that allows students to enter their subject preferences on-line.

This may be done at home or at school. Students will be able to lodge their preferences online up until **Monday 9 August 2021**.

Early in Term 3, students in Years 9 -11 will be sent an individual email containing a unique link to Web Preferences. Do not delete this email. The instructions in the email should be read carefully and will outline the main steps of the subject selection process which include:

- Accessing Web Preferences
- Selecting subject preferences
- Verifying preferences via electronic signature using a parent/guardian email address

Please note: Web preferences allows two opportunities to submit subject preferences. Consider your options carefully before making your selections. Subject preferences must be signed off electronically by **Monday 9 August**. All additional application forms must be submitted to your **Pastoral Group Teacher** no later than **Monday 9 August 2021**.

# DANCE

***It is highly recommended that you have at least 5 years of formal dance training to select VCE Dance.***

## UNIT 3

12DCE

### Areas of Study:

#### Dance Perspectives

On completion of this Unit the student should be able to analyse selected solo dance works.

#### Choreography, performance and dance making analysis

On completion of this Unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

#### Dance technique, performance and analysis

On completion of this Unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

## UNIT 4

12DCE

### Areas of Study:

#### Dance Perspective

On completion of this Unit the student should be able to analyse a selected group dance work.

#### Choreography, performance and dance making analysis

On completion of this Unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

## ASSESSMENT

A final study score is determined by:

Units 3 & 4 School-assessed coursework	25%
End of year performance examination (Technique & Composition Solos)	50%
End of year written examination	25%

Further information on the study design can be found at:

[VCE Dance 2019-2024](#)

# DRAMA

## UNIT 1

## 11DRA1

### INTRODUCING PERFORMANCE STYLES

#### Areas of Study:

##### Creating a devised performance

Students devise and document solo and/or ensemble drama work/s based on experiences and/or stories.

##### Presenting a devised performance

Students present a devised drama solo and/or ensemble drama works based on a range of stimulus material relevant to the students personal, cultural and/or community experiences and stories to an audience. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining actor–audience relationships.

##### Analysing a devised performance

Students analyse the development, and the performance of their devised work to an audience.

##### Analysing a professional drama performance

Students observe and analyse a performance by professional drama performers. Students learn about ways of establishing, sustaining and manipulating actor–audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance.

## UNIT 2

## 11DRA2

### AUSTRALIAN IDENTITY

#### Areas of Study:

##### Using Australia as inspiration

Students devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australia identity and contemporary drama practice.

##### Presenting a devised performance

Students present a devised performance that reflects an aspect or aspects of Australia identity and contemporary drama practice.

##### Analysing a devised performance

Students analyse the development and performance to an audience of their devised work.

##### Analysing an Australian drama performance

Students analyse and evaluate a performance of a drama work by practitioners.

### ASSESSMENT

Assessment may include process folio, solo performances, ensemble performance, and written analysis tasks.

## UNIT 3

## 12DRA

### DEVISED ENSEMBLE PERFORMANCE

#### Areas of Study:

##### Devising and presenting ensemble performance

Students develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

##### Analysing a devised ensemble performance

Students analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

##### Analysing and evaluating a professional performance

Students analyse and evaluate a professional performance selected from the prescribed VCE Drama Unit 3 Playlist.

## UNIT 4

## 12DRA

### NON-NATURALISTIC SOLO PERFORMANCE

#### Areas of Study:

##### Demonstrating techniques of solo performance

Students demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

##### Devising a non-naturalistic solo performance

Students create, develop and perform a solo performance in response to a prescribed structure.

##### Analysing and evaluating a devised solo performance

Students analyse and evaluate the creation, development and presentation of a solo performance devised in response to prescribed structure.

### ASSESSMENT

A final study score is determined by:

Unit 3 School-assessed Coursework	30%
Unit 4 School-assessed Coursework	10%
End-of-year written examination	25%
End-of-year performance examination	35%

Further information on the study design can be found at:

[VCE Drama 2019-2024](#)

Please note that this subject may run as a combined Year 11 & 12 class.

# MEDIA

## UNIT 1

## 11MEDI

### MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

#### Areas of Study:

##### Media representations

Students learn to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

##### Media forms in production

Students to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

##### Australian stories

Students analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage and are consumed and read by audiences.

## UNIT 2

## 11MED2

### NARRATIVE ACROSS MEDIA FORMS

#### Areas of Study:

##### Narrative, style and genre

Students analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

##### Narratives in production

Students apply the media production process to create, develop and construct narratives.

##### Media and change

Students discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

#### ASSESSMENT

Assessment may include folio work, technical work including use of cameras, software, written work including research and analysis and examinations.

*Please note that this subject may run as a combined Year 11 & 12 class.*

## UNIT 3

## 12MED

### MEDIA NARRATIVES AND PREPRODUCTION

#### Areas of Study:

##### Narrative and Ideology

Students explore media narratives in film. 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.

##### Media production development

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate film, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception. They explore and experiment with media technologies to develop skills relevant to their production, reflecting on and documenting their progress.

##### Production Design

Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

## UNIT 4

## 12MED

### MEDIA PRODUCTION AND ISSUES IN THE MEDIA

#### Areas of Study:

##### Media production

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

##### Agency and control in and of the media

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

#### ASSESSMENT

A final study score is determined by:

Unit 3 School-assessed coursework	10%
Unit 4 School-assessed coursework	10%
Units 3 & 4 School-assessed task	40%
End of year Examination	40%

Further information on the study design can be found at:

[VCE Media 2018-2023](#)

# STUDIO ARTS

## STUDIO INSPIRATION AND TECHNIQUES

**Areas of Study:**

## Researching and recording ideas

Students focus on researching and creating personal art/design ideas. Students develop an understanding of art and design studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

## Studio practice

Students learn about studio practice and focus on the use of materials and techniques to create artworks. Students explore a range of materials and techniques and develop skills which are progressively recorded in a visual diary.

## Interpreting art ideas and use of materials and techniques

Students focus on the way artists and designers from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

## STUDIO EXPLORATION AND CONCEPTS

**Areas of Study:**

## Exploration of studio practice and development of artworks

Students focus on developing artworks through an individual studio process based on visual research and inquiry.

## Ideas and styles in artworks

Students will focus on the analysis of historical and contemporary artworks and designs.

**ASSESSMENT**

Assessment may include a folio, short practical tasks, technical drawings for product design and architecture, written analysis tasks and participation in a design market.



# STUDIO ARTS

## UNIT 3

12STA

### STUDIO PRACTICES AND PROCESSES

#### Areas of Study:

##### Exploration proposal

Students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is developed on an individual basis and sets out the student's creative responses to formulating the content and parameters of the studio process. The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.

##### Studio process

Students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities.

##### Artists and studio practices

Students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists/designers have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.

## UNIT 4

12STA

### STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

#### Areas of Study:

##### Production and presentation of artworks

Students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The artworks are created by the student, selecting their choice of art form/s, presented in a manner appropriate to those art form/s, determined in Unit 3. Students present no fewer than two artworks

##### Evaluation

Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, area of study 1. The documentation identifies any development, refinement and production of artworks.

##### Art industry contexts

Students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study.

#### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework 30%

Unit 4 school assessed coursework 30%

Unit 3 & 4 school assessed task 10%

Units 3 & 4 examination 30%

*Please note that this subject may run as a combined Year 11 & 12 class.*

Further information on the study design can be found at:

[VCE Studio Arts 2017-2022](#)

# VISUAL COMMUNICATION DESIGN

## UNIT 1

## 11VCD1

### INTRODUCTION TO VISUAL COMMUNICATION DESIGN

#### Areas of Study:

##### Drawing as a means of communication

Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures and apply different materials and media to render drawings.

##### Design elements and design principles

Students focus on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

##### Visual communications in context

Students describe how visual communications have been influenced by past and contemporary practices, and by social and cultural factors.

## UNIT 2

## 11VCD2

### APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

#### Areas of Study:

##### Technical drawing in context

Students focus on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study: Environmental design (architecture) or Industrial (product) design.

##### Type and imagery in context

Increasing advancements in the digital communication of information have led to a greater need to understand the meaning and function of typography (font) in visual language. Students develop knowledge and skills in manipulating type (font) and images when communicating ideas and concepts.

##### Applying the design process

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.

#### ASSESSMENT

Assessment may include a folio, short practical tasks, technical drawings for product design and architecture, written analysis tasks and participation in a design market.

# VISUAL COMMUNICATION DESIGN

## UNIT 3

12VCD

### VISUAL COMMUNICATION DESIGN PRACTICES

#### Areas of Study:

##### Analysis and practice in context

Students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- communication – the design and presentation of visual information to convey ideas and concepts
- environmental – the design and presentation of visual information for built/constructed environments
- industrial – the design and presentation of visual information for manufactured products.

Students draw on their findings from analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials.

##### Design industry practice

Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. Students also develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

##### Developing a brief and generating ideas

Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client.

*Please note that this subject may run as a combined Year 11 & 12 class.*

## UNIT 4

12VCD

### VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

#### Areas of Study:

##### Development, refinement and evaluation

Students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. Students devise a pitch to communicate their design thinking and decision making to an audience.

##### Final presentations

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

#### ASSESSMENT

A final study score is determined by:

Unit 3 School-assessed Coursework	25%
Units 3 and 4 School-assessed Task (SAT Folio)	40%
End-of-year examination	35%

Further information on the study design can be found at:

[VCE Visual Communication Design 2018-2023](#)

# ENGLISH

## UNIT 1

11ENGI

#### Areas of Study:

##### Reading and creating texts

Students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine

why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

### Analysing and presenting argument

Students analyse the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader. Students also use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view in relation to a topical issue.

## UNIT 2

## 11ENG2

### Areas of Study:

#### Reading and comparing texts

Students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

### Analysing and presenting argument

Students continue to draw upon their prior knowledge developed in Unit 1 by analysing and comparing the use of argument and language in 2-3 media texts that debate a current, topical issue. They further consolidate their understanding and ability to analyse how the purpose, audience and context of a text complement one another in positioning the reader. Students will also use their knowledge of argument by analysing and comparing the use of argument and language in 2-3 media texts that debate a current, topical issue. They further consolidate their understanding and ability to analyse how the purpose, audience and context of a text compliment one another in positioning the reader.

## ASSESSMENT

Assessments may include an analytical text response, a language analysis, a creative response, a comparative essay of two selected texts, an analytical comparative essay of media texts and oral and written persuasive points of view.

## UNIT 3

## 12ENG

### Areas of Study:

#### Reading and creating texts

Students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

### Analysing argument

Students analyse and compare the use of argument and language in three media texts that debate a current, topical issue. They analyse and compare the purpose, audience and context of a text and analyse and compare how language and argument complement one another in positioning the reader.

## UNIT 4

## 12ENG

### Areas of Study:

#### Reading and comparing texts

Students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

### Presenting argument

Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view oral presentation in relation to a topical issue that has appeared in the media since September 1 of the previous year.

## ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE English and EAL 2017-2022](#)

# ENGLISH as an ADDITIONAL LANGUAGE (EAL)

## UNIT 1

## 11EAL1

### Areas of Study:

#### Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

#### Analysing and presenting argument

Students analyse the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written critical analyses of the use of argument and language with a particular focus on listening skills. Students develop their own point of view persuasive speech on a topical media issue.

## UNIT 2

## 11EAL2

### Areas of Study:

#### Reading and comparing texts

Students explore and analyse the meaningful connections between two texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, students gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

#### Analysing and presenting argument

Students draw upon their prior knowledge from Unit 1. Students analyse and compare the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader. Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view texts in relation to a topical issue that has appeared in the media.

## ASSESSMENT

Assessment may include an analytical text response, a creative response, short answer questions, note form summaries, an oral presentation expressing a point of view on a current issue, analyses of media texts and a written and oral persuasive point of view.

*Please note that this subject may run as a combined Year 11 & 12 class.*

## Unit 3

## 12eal

### Areas of Study:

#### Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

#### Analysing argument

Students analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written critical analyses of the use of argument and language.

#### Listening to texts

Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. They develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners.

## UNIT 4

## 12EAL

### Areas of Study:

#### Reading and comparing texts

Students explore and analyse the meaningful connections between two texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, students gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

#### Presenting argument

Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge and understanding of argument, persuasive language and spoken text conventions as a basis for the development of an oral presentation of their point of view in relation to a topical issue in order to position an audience.

## ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE English and EAL 2017-2022](#)

# LITERATURE

## UNIT 1

11LIT1

### APPROACHES TO LITERATURE

#### Areas of Study:

##### Reading practices

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 responses to text.

##### Ideas and concerns in texts

Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

## UNIT 2

11LIT2

### CONTEXT AND CONNECTIONS

#### Areas of Study:

##### The text, the reader and their contexts

Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

##### Exploring connections between texts

Students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

### ASSESSMENT

Assessment may include an oral presentation, close analyses, debates, creative response, adaptation essay and a critical perspective essay.

## UNIT 3

12LIT

### FORM AND TRANSFORMATION

#### Areas of Study:

##### Adaptations and transformations

Students focus on how the form of the text contributes its meaning of the text. Students develop an understanding of the typical features of a form of text and how the conventions associated with it are used. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

##### Creative responses to texts

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 form changes to construct their own creative transformations of texts. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. They reflect critically upon their own responses as they relate to the text and discuss the purpose and context of their creations.

## UNIT 4

12LIT

### INTERPRETING TEXTS

#### Areas of Study:

##### Literary perspectives

Students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Through close attention to two pieces of literary criticism reflecting different literary perspectives, students develop their own response to a text.

##### Close analysis

Students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretations. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE Literature 2017-2022](#)

# ENGLISH LANGUAGE

## UNIT 1

11ENL1

### LANGUAGE AND COMMUNICATION

#### Areas of Study:

The nature and functions of language

Students explore the nature of language and the various functions language performs in a range of contexts. Students are introduced to the subsystems of language and learn that the situational elements and cultural values held by participants influence language choice.

#### Language acquisition

Students focus on the developmental stages of children's language by investigating the acquisition of the subsystems. They evaluate the various theories of language acquisition and compare the stages of first language acquisition to the process of bilingualism and additional language learning.

## UNIT 2

11ENL2

### LANGUAGE CHANGE

#### Areas of Study:

English across time

Students examine the changes that have occurred in English over time. They investigate language change across the subsystems to trace the English language from its Indo-European roots through to Australian English and explore the possibilities for the future of English.

#### Englishes in contact

Students consider the effects of the global spread of English by examining the development and decline of languages as a result of English contact. Students explore how change to, and loss of language affect cultural identities and worldviews, particularly in response to indigenous and migrant language reclamation.

### ASSESSMENT

Assessment may include short answer tests, essays and analytical commentaries.

## UNIT 3

12ENL

### LANGUAGE VARIATION AND SOCIAL PURPOSE

#### Areas of Study:

Informal language

Students consider the way speakers and writers choose from a repertoire of language to communicate information, ideas, attitudes, prejudices and ideological stances. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

#### Formal language

Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

## UNIT 4

12ENL

### LANGUAGE VARIATION AND IDENTITY

#### Areas of Study:

Language variation in Australian society

Students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to the construction of a shared national identity. Students examine the Broad, General and Cultivated Australian accents, as well as regional language variation. They investigate migrant ethnolects and Aboriginal Englishes and explore how the language features associated with stereotypes may be adopted subconsciously or deliberately to establish or challenge identities.

#### Individual and group identities

Students examine how language users are able to construct their identities according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups. Students investigate how individuals make language choices that draw on our understanding of social expectations and community attitudes.

### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE English Language 2016-2023](#)

# HEALTH & HUMAN DEVELOPMENT

## UNIT 1

### 11HHD1

#### UNDERSTANDING HEALTH AND WELLBEING

##### Areas of Study:

###### Health perspectives and influences

Students take a broad, multidimensional approach to health and wellbeing. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

###### Health and nutrition

Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of, and food choices made by youth.

###### Youth health and wellbeing

Students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

## UNIT 2

### 11HHD2

#### MANAGING HEALTH AND DEVELOPMENT

##### Areas of Study:

###### Developmental transitions

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

###### Health care in Australia

Students investigate the health system in Australia. Students examine the functions of various entities that play a role in our health system. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

## ASSESSMENT

Assessment may include structured questions, written reports and oral presentations.

## UNIT 3

### 12HHD

#### AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

##### Areas of Study:

###### Understanding health and wellbeing

Students explore health and wellbeing and illness as complex, dynamic and subjective concepts. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

###### Promoting health and wellbeing

Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program and inquire into priorities for health improvements in Australia.

## UNIT 4

### 12HHD

#### HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

##### Areas of Study:

###### Health and wellbeing in a global context

Students look at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

###### Health and the sustainable development goals

Students look at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

## ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE Health and Human Development 2018-2023](#)



# PHYSICAL EDUCATION

This subject is delivered through four-five theory lessons and one-two practical lessons a fortnight.

## UNIT 1

## 11PED1

### THE HUMAN BODY IN MOTION

#### Areas of Study:

How does the musculoskeletal system work to produce movement?

Students collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

How does the cardiorespiratory function at rest and during physical activity?

Students collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

## UNIT 2

## 11PED2

### PHYSICAL ACTIVITY, SPORT AND SOCIETY

#### Areas of Study:

What are the relationships between physical activity, sport, health and society?

Students collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

What are the contemporary issues associated with physical activity and sport?

Students apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

## ASSESSMENT

Assessment may include core assessment - written report, structured questions, case study, a laboratory report, written plan, a reflective folio, oral presentation and data analysis.

## UNIT 3

## 12PED

### MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

#### Areas of Study:

How are movement skills improved?

On completion of this Unit the students should be able to collect and analyse information from and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

How does the body produce energy?

On completion of this Unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

## UNIT 4

## 12PED

### TRAINING TO IMPROVE PERFORMANCE

#### Areas of Study:

What are the foundations of an effective training program?

On completion of this Unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

How is training implemented effectively to improve fitness?

On completion of this Unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

## ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE Physical Education 2017-2023](#)

# OUTDOOR & ENVIRONMENTAL STUDIES

## UNIT 1

## 11OES1

### EXPLORING OUTDOOR EXPERIENCES

#### Areas of Study:

##### Motivations for outdoor experiences

Students analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

##### Influences on outdoor experiences

Students explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

## UNIT 2

## 11OES2

### DISCOVERING OUTDOOR ENVIRONMENTS

#### Areas of Study:

##### Investigating outdoor environments

Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

##### Impacts on outdoor environments

Students evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

### ASSESSMENT

Assessment may include journal entries, data analysis and structured questions.

## UNIT 3

## 12OES

### RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

#### Areas of Study:

##### Historical relationships with outdoor environments

Students explain and evaluate how relationships with Australian outdoor environments have changed over time with reference to specific outdoor experiences.

##### Relationships with Australian environments since 1990

Students analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990 with reference to specific outdoor experiences.

## UNIT 4

## 12OES

### SUSTAINABLE OUTDOOR RELATIONSHIPS

#### Areas of Study:

##### Healthy outdoor environments

Students evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society with reference to specific outdoor experiences.

##### Sustainable outdoor environments

Students analyse conflicts over the use of outdoor environments and evaluate practices and strategies for sustaining outdoor environments with reference to specific outdoor experiences.

### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

[VCE Outdoor and Environmental Studies 2018-2023](#)

*Due to the off-campus nature of and equipment required for this study, there will be additional payments required.*

# ECONOMICS

## UNIT 1

## 11ECO1

### UNIT 1 THE BEHAVIOUR OF CONSUMERS AND BUSINESS

#### Areas of Study:

##### Thinking like an Economist

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions.

Every country is essentially faced with the same economic problem. How resources are going to be allocated to meet the needs and wants of its people. Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.

##### Decision making in markets

The Australian economy uses the market-based system to allocate resources. Markets are essentially a place where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention.

One of the key tools used to explain how prices change and how resources are allocated is the basic demand and supply model. Using contemporary case-studies, students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions and constructing arguments about the possible consequences of key changes in different markets. In studying the operation of markets and using relevant models, students consider one or more of the following markets:

- Agricultural markets such as wool, wheat and beef
- Other commodity markets such as minerals and energy
- Community markets
- The finance market
- The share market
- The labour market
- The property/housing market
- Online markets
- The health market

## UNIT 2

## 11ECO2

### UNIT 2 CONTEMPORARY ECONOMIC ISSUES

#### Areas of Study:

##### Economic growth, long-term economic prosperity, and environmental sustainability

In this area of study students consider the meaning and importance of economic growth and its effect on material and non-material living standards. The Australian Government generally pursues policies that are focused on at least maintaining, and in some cases, increasing the rate of economic growth. Economic growth is generally thought to promote improvements in living standards as it is associated with increasing incomes, literacy rates and health outcomes. Students

evaluate the effect of an ever growing economy on other aspects of modern life. Does economic growth make life better or are there some costs involved?

Students investigate the nature of key economic trade-offs, situations where the achievement of one goal may come at the expense of another. There may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on the future generations and begin to appreciate some of the current environmental challenges that have been created from past and current economic decisions. They consider the role of alternative economic indicators and evaluate some Australian Government responses from both an economic and environmental perspective.

##### Economic efficiency and equity

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society. In this area of study students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia.

Students analyse the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. They examine the effect of poverty and income inequality on individuals and the wider economy and explore the idea of intergenerational poverty.

Students investigate the factors contributing to, and the effects of, increasing economic efficiency. They examine the effect of efficiency on income distribution and the incidence of poverty. Are the two mutually exclusive goals or can an economy strike the right balance? To develop their application skills in this area of study, students evaluate contemporary budgetary policy initiatives and how these may have affected the goals of equity in the distribution of income and efficiency of resource allocation.

##### Global economic issues

In this area of study students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made regarding these issue/s. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy. They observe trade-offs in the wider economy and undertake cost-benefit analyses to evaluate the effect of decisions made to address current global economic issue/s.

The global economic issue/s students may investigate include:

- the challenges faced by developing nations in improving living standards and alleviating poverty
- free trade versus protectionism
- the effect of globalisation on relevant stakeholders
- the effect of government policy, foreign aid, multilateral development assistance and foreign investment on developing nations
- the global distribution of income: causes and implications of global inequality
- the effect of population movement on labour markets, economic growth and the environment
- international responses to an environmental challenge.

# ECONOMICS

## UNIT 3

## 12ECO1

### UNIT 3 AUSTRALIA'S ECONOMIC PROSPERITY

#### Areas of Study:

An introduction to microeconomics: the market system, resource allocation and government intervention

In this area of study students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced. Students investigate some of the key factors that influence the level of demand and supply in the economy and how these might lead to changing prices and the movement of land, labour and capital to those areas of production that generate the most value for society. Students use models to make predictions and to consider the role of markets in achieving economic efficiency. Using a case study from the past two years they discuss instances where the market fails to allocate resources efficiently and whether government intervention leads to a more efficient allocation of resources in terms of maximising society's wellbeing.

#### Global economic issues

Domestic macroeconomic goals

In this area of study students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy. Students examine how each of the goals is measured and the potential consequences associated with the non-achievement of each goal. They identify and analyse contemporary aggregate demand and aggregate supply factors that may influence the achievement of domestic macroeconomic goals in the past two years, and consider how achievement of the goals may affect material and non-material living standards.

#### Australian and the world economy

Australia is an open economy. There has been a gradual reduction in trade barriers with trade making an increasingly greater contribution to Australia's living standards. Students examine the reasons why countries engage in international transactions such as the exchange of goods and services and the movement of savings and investment capital, and evaluate how these transactions might affect living standards. They investigate how international transactions

are recorded and the relationships between different sections of the balance of payments. Students apply their knowledge of demand and supply models to explain movements in the exchange rate, and discuss the effects of changing currency values on the achievement of the Australian Government's domestic macroeconomic goals.

#### ASSESSMENT

Assessment may include a folio of applied economic exercises, an analysis of written, visual and statistical evidence, problem-solving tasks, a blog of media commentaries using print or electronic materials, a report of an investigation or an inquiry, case studies, a debate, media analyses, an essay/a structured report, structured questions, a presentation (oral, multimedia, visual), a web page and economic simulation activities.

## UNIT 4

## 12ECO2

### UNIT 4 MANAGING THE ECONOMY

#### Areas of Study:

Aggregate demand and policies domestic economic stability

In this area of study students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

#### Aggregate supply policies

In this area of study students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency. Should the Australian Government intervene in the market? Is it better to rely more on the market to promote productivity growth and improvements in the quality and quantity of the factors of production? Students evaluate each of these approaches, highlighting their strengths and weaknesses and drawing conclusions about the short-term and long-term consequences in terms of the domestic macroeconomic goals and living standards.

#### ASSESSMENT

Assessment may include structured questions

Further information on the study design can be found at:

[VCE Economics 2017-2022](#)

# BUSINESS MANAGEMENT

## UNIT 1

## 11BUS1

### PLANNING A BUSINESS

#### Areas of Study:

The business idea

Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

#### External environment

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

#### Internal environment

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that

occur within a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

## UNIT 2

## 11BUS2

### ESTABLISHING A BUSINESS

#### Areas of Study:

##### Legal requirements and financial considerations

It is essential to deal with legal and financial matters when establishing a business. Students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

##### Marketing a business

Establishing a strong customer base for a business is an important component of success. Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations of price, product features and packaging, promotion, place, people, physical evidence and processes.

##### Staffing a business

Staff are one of the business's greatest assets and are an important consideration when establishing a business. Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

### ASSESSMENT

Assessment may include structured questions, a business research report and development of a business plan.

## UNIT 3

## 12BUS

### MANAGING A BUSINESS

#### Areas of Study:

##### Business foundations

Students investigate potential conflicts between and the different demands of stakeholders of a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

##### Managing employees

Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Using theories and motivation strategies, students propose and justify possible solutions for employee management in contemporary business case studies.

##### Operations management

Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

## UNIT 4

## 12BUS

### TRANSFORMING A BUSINESS

#### Areas of Study:

##### Reviewing performance – the need for change

Students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business.

##### Implementing change

Students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. Students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

### ASSESSMENT

A final study score is determined by:  
Unit 3 school-assessed coursework 25%  
Unit 4 school-assessed coursework 25%  
Units 3 & 4 end of year examination 50%

Further information on the study design can be found at:

[VCE Business Management 2017-2022](#)

# HISTORY

## UNIT 1

## 11HIS1

### TWENTIETH CENTURY HISTORY 1900-1945

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

#### Areas of Study:

##### Ideology and conflict

Students explore the events, ideologies and movements of the period after World War One, The Peace Treaties, economic and political crises; and the causes of World War Two.

##### Social and cultural change

Students focus on social life and cultural expression in the 1920s and 1930s and their relation to the political and economic changes of the period. Students explore particular forms of cultural expression from the period. The likely focus of this Unit Nazi Germany.

## UNIT 2

## 11HIS2

### TWENTIETH CENTURY HISTORY 1945-2000

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 twentieth century.

#### Areas of Study:

##### Competing ideologies

Students focus on the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. The focus in this Unit is on the Cuban Missile Crisis.

##### Challenge and change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups two contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. The contexts in this Unit will be the anti-apartheid movement in South Africa and The Troubles in North Ireland.

## ASSESSMENT

Assessment may include a research task, film analysis, an essay, document analysis and a semester exam.

## UNITS 3 & 4

## 12HIS

### REVOLUTIONS

As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state.

- Unit 3: The Russian Revolution
- Unit 4: The Chinese Revolution

For each Unit of study, the following two areas of study must be explored.

#### Areas of Study:

##### Causes of Revolution

Students focus upon addressing the following questions:

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

##### Consequences of Revolution

Students focus upon addressing the following questions:

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed and revolutionary ideas achieved?

## ASSESSMENT

A final study score is determined by:

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Units 3 & 4 end of year examination	50%

Further information on the study design can be found at:

[VCE History 2022-2026](#)

# LEGAL STUDIES

## UNIT 3

12LEG

### RIGHTS AND JUSTICE

#### Areas of Study:

##### The Victorian criminal justice system

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. Students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice.

##### The Victorian civil justice system

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

## UNIT 4

12LEG

### THE PEOPLE AND THE LAW

#### Areas of Study:

##### The people and the Australian Constitution

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. Students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

##### The people, the parliament and the courts

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. Students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

#### ASSESSMENT

A final study score is determined by:

Unit 3 school-assessed coursework 25%

Unit 4 school-assessed coursework 25%

Units 3&4 end of year examination 50%

Further information on the study design can be found at:

[VCE Legal Studies 2018-2023](#)

## UNIT 1

11LEG1

### GUILT AND LIABILITY

#### Areas of Study:

##### Legal foundations

Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

##### The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. Students develop an understanding of key concepts in criminal law and types of crime and investigate two criminal offences in detail.

##### Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

## UNIT 2

11LEG2

### SANCTIONS, REMEDIES AND RIGHTS

#### Areas of Study:

##### Sanctions

The criminal justice system determines the guilt or otherwise of an accused and imposes sanctions on a guilty person. Students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

##### Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. Students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

##### Rights

The protection of rights is fundamental to a democratic society. Students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that has had an impact on the protection of rights in Australia.

#### ASSESSMENT

Assessment may include a folio of exercises, structured questions and a report.

# LANGUAGES OTHER THAN ENGLISH

## VET CERTIFICATE II AND III IN APPLIED LANGUAGE (MANDARIN)

11VC3

Students in Year 11 will continue with the Certificate III in Applied Language (Mandarin) that they chose in Year 10.

10661NAT Certificate III in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

Code	Unit of Competency	Hrs
CALOCS301	Conduct routine oral communication for social purposes in a LOTE	70
CALOCW302	Conduct routine workplace oral communication in a LOTE	70
CALRWS303	Read and write routine documents for special purposes in a LOTE	70
CALRWW304	Read and write routine workplace documents in a LOTE	70



# LANGUAGES OTHER THAN ENGLISH

## FRENCH

### UNIT 1

11FRE1

#### Areas of Study:

##### Interpersonal communication

Students learn to exchange meaning in a spoken interaction in French.

##### Interpretive communication

Students interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

##### Presentational communication

Students present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

### UNIT 2

11FRE2

#### Areas of Study:

##### Interpersonal communication

Students respond in writing in French to spoken, written or visual texts presented in French.

##### Interpretive communication

Students analyse and use information from written, spoken or visual texts to produce an extended written response in French.

##### Presentational communication

Students explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken

### ASSESSMENT

Assessments may take the form of oral presentations including asking and answering questions; listening and reading comprehension; and different writing tasks such as creating reflective and informative texts.

### UNIT 3

12FRE

#### Areas of Study:

##### Interpersonal communication

Students participate in a spoken exchange in French to resolve a personal issue.

##### Interpretive communication

Student interpret information from texts and write responses in French.

##### Presentational communication

Student express ideas in a personal, informative or imaginative piece of writing in French.

### UNIT 4

12FRE

#### Areas of Study:

##### Interpersonal communication

Student share information, ideas and opinions in a spoken exchange in French.

##### Interpretive communication

Students analyse information from written, spoken and viewed texts for use in a written response in French.

##### Presentational communication

Students present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

### ASSESSMENT

A final study score is determined by:

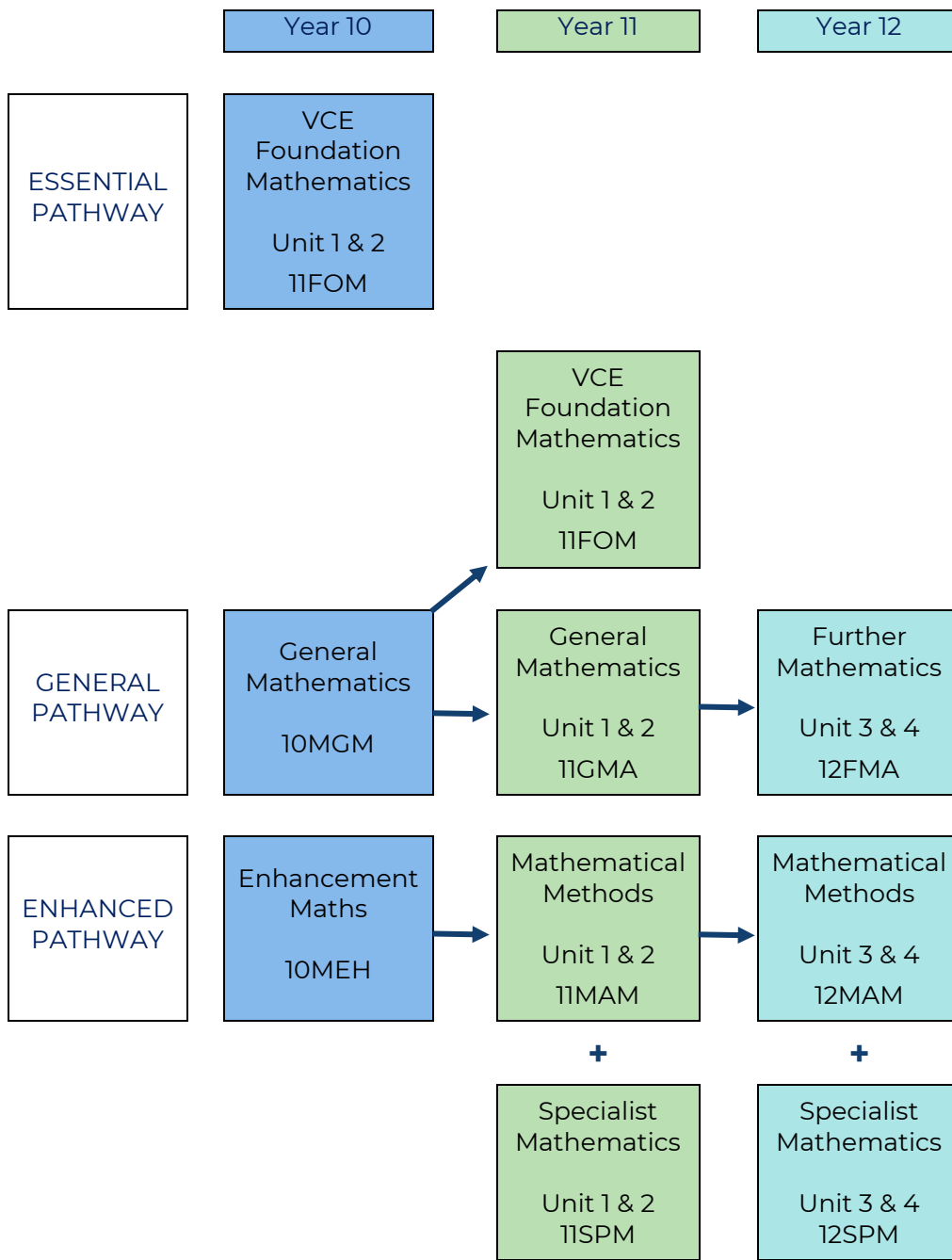
Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Units 3 & 4 end of year examinations	
Oral	10%
Written	40%

Further information on the study design can be found at:

[VCE French 2019-2024](#)

*Please note that this subject may run as a combined Year 11 & 12 class.*

# MATHEMATICS PATHWAYS



➡ Usual Pathway

Students may, if appropriate change their course of study at the end of a semester after consultation with their teacher. For example, if a student has demonstrated a high level of learning in General Maths she may be advised to change to Enhanced Maths.

Note: Students who wish to study Mathematical Methods in Year 11 **must** study Enhancement Maths in Semester 2 of Year 10.

# MATHEMATICS

**Whilst Mathematics is not a compulsory VCE study, students may limit their career choices if some Mathematics is not studied after Year 10. Students should consult closely with their Mathematics teacher when choosing a course of study.**

## FOUNDATION MATHEMATICS

<u>UNIT 1</u>	<u>11FOM1</u>
<u>UNIT 2</u>	<u>11FOM2</u>

Foundation Mathematics provides continuing mathematical development of students entering VCE who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

### ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks and tests.

## GENERAL MATHEMATICS

<u>UNIT 1</u>	<u>11GMA1</u>
<u>UNIT 2</u>	<u>11GMA2</u>

A good standard of knowledge in Year 10 General or Enhanced Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 Further Mathematics.

Areas of study include linear relations and equations, financial arithmetic, matrices, graphs and networks, shape and measurement, linear graphs and models and statistics.

### ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

*You are required to study both Units 1 & 2 to be eligible for Units 3 & 4.*

## MATHEMATICAL METHODS

<u>UNIT 1</u>	<u>11MAM1</u>
<u>UNIT 2</u>	<u>11MAM2</u>

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Mathematical Methods Units 3 & 4. Areas of study include algebra, calculus, probability and statistics and functions and graphs.

### ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

## SPECIALIST MATHEMATICS

You are required to study both Units 1 & 2 to be eligible for Specialist Maths Unit 3 & 4.

This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 1 & 2.

<u>UNIT 1</u>	<u>11SPM1</u>
<u>UNIT 2</u>	<u>11SPM2</u>

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 Specialist Mathematics, in conjunction with Mathematical Methods 3 & 4.

Areas of study include complex numbers, sequences and series, trigonometry, coordinate geometry, matrices, linear and non-linear graphs and modelling, kinematics, vectors and statics.

### ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

# MATHEMATICS

## FURTHER MATHEMATICS

Satisfactory completion of Units 1 & 2 General Mathematics or Mathematical Methods is advised.

### UNIT 3 & 4

12FMA

#### Areas of Study:

Data analysis, recursion and financial modelling, matrices, networks and decision mathematics.

#### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	14%
Units 3 & 4 written examination 1	33%
Units 3 & 4 written examination 2	33%

Further information on the study design can be found at:

[VCE Mathematics 2016-2022](#)

## SPECIALIST MATHEMATICS

Pre-requisite - satisfactory completion of Units 1 & 2 Specialist Mathematics. This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 3 & 4.

### UNIT 3 & 4

12SPM

#### Areas of Study:

Complex numbers, vectors, differential equations and mechanics.

#### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	17%
Unit 4 school assessed coursework	17%
Units 3 & 4 written examination 1	
(Technology free)	22%
Units 3 & 4 written examination 2	44%

Further information on the study design can be found at:

[VCE Mathematics 2016-2022](#)

## MATHEMATICAL METHODS

Pre-requisite – Satisfactory completion of Units 1 & 2 Mathematical Methods.

### UNIT 3 & 4

12MAM

#### Areas of Study:

Algebra, calculus, probability and statistics and functions and graphs.

#### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	17%
Unit 4 school assessed coursework	17%
Units 3 & 4 written examination 1	
(Technology free)	22%
Units 3 & 4 written examination 2	44%

Further information on the study design can be found at:

[VCE Mathematics 2016-2022](#)

# RELIGIOUS EDUCATION

## YEAR 11 CATHOLIC ACTION PROGRAM      11CAP

The Year 11 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They develop this knowledge and apply it in both class and practical contexts. Students are involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. This is a College-based subject, not an accredited VCE Unit and is a combined Years 11 and 12 class.

An essential requirement is the completion of 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 11 Catholic Action Program application form (available on the College website) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form.

### ASSESSMENT

Assessment may include maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

## YEAR 12 CATHOLIC ACTION PROGRAM      12CAP

The Year 12 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They develop this knowledge and apply it in both class and practical contexts. Students are involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. This is a College-based subject, not an accredited VCE Unit and with a combined Years 11/12 class.

An essential requirement is the completion of 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 12 Catholic Action Program application form (available on the [College website](#)) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form.

### ASSESSMENT

Assessment may include the maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

# RELIGIOUS EDUCATION

## RELIGION AND SOCIETY

### UNIT 1

### 11RES1

#### RELIGION IN SOCIETY

Students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time.

#### Areas of Study:

##### The nature and purpose of religion

Students learn to discuss the nature and purpose of religion and explain the nine aspects of religion: beliefs, sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

##### Religion through the ages

Students learn about the changing roles and influence of religion in society, spiritual and religious ideas in prehistoric & ancient times and the influence on religion of technology, philosophy & science.

##### Religion in Australia

Students discuss the presence of religion in Australia, past and present, the role and social influence of religion, collective and personal identity and interfaith movements.

#### ASSESSMENT

Assessment may include tests, essays and reports.

In Year 12 students may choose to undertake Religion & Society Unit 2, Religion and Society Units 3 & 4 or Year 12 College-based Catholic Action Program (CAP). They may not choose the CAP in both Year 11 and Year 12. In Year 12, students who choose CAP or Religion & Society Unit 2 will complete their course at the end of Term 3. Students who choose Religion & Society Units 3 & 4 will gain a study score and complete their course at the end of the school year as with other Unit 3 & 4 studies.

### UNIT 2

### 12RES2

#### RELIGION AND ETHICS

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgements.

#### Areas of Study:

##### Ethical decision-making and moral judgment

Students explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist. They study ethical methods such as utilitarianism and relativism, principles which underpin ethical stances and sources of ethical authority.

##### Religion and ethics

Students explain how ethical perspectives and moral judgments are formed within at least two religious' traditions.

##### Ethical issues in society

Students explain two or more debates on ethical issues in societies in which multiple worldviews coexist. They examine the strengths and weaknesses of the ethical perspectives of religious and non-religious individuals, groups and traditions.

#### ASSESSMENT

Assessment may include reports, analytical exercises, annotated charts and tests.

# RELIGIOUS EDUCATION

## RELIGION AND SOCIETY

### UNIT 3

### 12RES

#### The search for meaning

In the quest for meaning about the why and how of existence, humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? Religion has developed answers in the form of various beliefs which, together with their expressions through the other aspects, form the distinctive identity of a religious tradition.

#### Areas of Study:

##### Responding to the search for meaning

Students discuss and analyse the nature and purpose of religion and religious beliefs, in the Catholic Christian tradition, related to ultimate reality, the nature and purpose of human life, the meaning of suffering, death and the afterlife, the relationships between ultimate reality and humans and the natural world.

##### Expressing meaning

Students examine how beliefs are expressed in the other aspects of religion: sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

##### Significant life experience, religious beliefs and faith

Students discuss and analyse the interplay between religious beliefs and significant life experiences, focusing on a case study on the experience and beliefs of an individual.

### UNIT 4

### 12RES

#### Challenge and response

The focus of Unit 4 is the interaction of religious traditions and the wider society. Students explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

#### Areas of Study:

##### Challenge and response

Students discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

##### Interaction of religion and society

Students discuss the interactions between a religious tradition or denomination and wider society in relation to a significant challenge and examine the effects of these interactions.

### ASSESSMENT

Assessment methods used may include reports in written or multimedia formats, an essay, a case study, analytical exercises, structured questions, a media analysis, a test or extended responses.

Unit 3 school assessed coursework: 25%

Unit 4 school assessed coursework: 25%

End of year examination: 50%

Further information on the study design can be found at:

[VCE Religion & Society 2017-2022](#)

# BIOLOGY

## UNIT 1

11BIO1

### HOW DO LIVING THINGS STAY ALIVE?

#### Areas of Study:

How do organisms function?

Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

How do living systems sustain life?

Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

#### Practical investigation

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/or observational studies.

## UNIT 2

11BIO2

### HOW IS CONTINUITY OF LIFE MAINTAINED?

#### Areas of Study:

How does reproduction maintain the continuity of life?

Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

How is inheritance explained?

Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

#### Investigation of an issue

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

## ASSESSMENT

Assessment may include a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response, a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

## UNIT 3

12BIO

### HOW DO CELLS MAINTAIN LIFE?

#### Areas of Study:

What is the role of nucleic acids and proteins in maintaining life?

Students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. Students compare gene technologies used to address a range of issues and the ethical implications.

How are biochemical pathways regulated?

Students focus on the structure and regulation of biochemical pathways, in particular, photosynthesis and cellular respiration, and how they are controlled by enzymes. Students explore the factors that affect the rate of cellular processes, and the applications of biotechnology.

## UNIT 4

12BIO

### HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

#### Areas of Study:

How do organisms respond to pathogens?

Students focus on the immune response of organisms to specific pathogens. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

How are species related over time?

Students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how interpretations of evidence can change as a result of technological advances, particularly in molecular biology.

How is scientific inquiry used to investigate cellular processes and/or biological change?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

## ASSESSMENT

A final study score is determined by:

Unit 3 Sacs will contribute 20%

Unit 4 Sacs will contribute 30%

End-of-year examination 50%

Further information on the study design can be found at:

[VCE Biology 2021-2025](#)



# CHEMISTRY

## UNIT 1

### TICHE1

#### HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

##### Areas of Study:

How can knowledge of elements explain the properties of matter?

Students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students investigate the nature of metals and their properties, including metallic nanomaterials. They study how ionic compounds are formed and are introduced to the mole concept.

How can the versatility of non-metals be explained?

Students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

##### Research investigation

Students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development of useful materials or chemicals.

## UNIT 2

### TICHE2

#### WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

##### Areas of Study:

How do substances interact with water?

Students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students investigate issues associated with the solubility of substances in water. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations.

How are substances in water measured and analysed?

Students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

##### Practical investigation

The investigation requires students to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may include collecting water samples), organise and interpret the data and reach a conclusion in response to the question.

##### ASSESSMENT

Assessments may include topic tests, practical reports, research investigations, modelling tasks and exams.

# CHEMISTRY

## UNIT 3

## 12CHE

HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

### Areas of Study:

What are the options for energy production?

Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

How can the yield of a chemical product be optimised?

Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process, taking into account rate and yield considerations. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur.

## UNIT 4

## 12CHE

HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

### Areas of Study:

How can the diversity of carbon compounds be explained and categorised?

Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways and write balanced chemical equations for organic syntheses. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

What is the chemistry of food?

Students study the major components of food with reference to their structures, properties and functions. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore applications of food chemistry including artificial sweeteners and glycaemic index.

### Practical Investigation

The investigation requires students to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question. The student then undertakes an experiment, analyses and evaluates the data, reaches a conclusion and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

### ASSESSMENT

A final study score is determined by:

Unit 3 SACs will contribute	16%
Unit 4 SACs will contribute	24%
End of year exam is worth	60%

Further information on the study design can be found at:

[VCE Chemistry 2017-2022](#)

# PHYSICS

## UNIT 1

## 11PHY1

### WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

#### Areas of Study:

##### How can thermal effects be explained?

Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

##### How do electric circuits work?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

##### What is matter and how is it formed?

Students explore the nature of matter and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

## UNIT 2

## 11PHY2

### WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

#### Areas of Study:

##### How can motion be described and explained?

Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.

#### Options

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. Students select one option from the following:

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

#### Practical investigation

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary

qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

#### ASSESSMENT

Assessment may include practical work, topic tests, data analysis modelling tasks and research assignments.

## UNIT 3

## 12PHY

### HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

#### Areas of Study:

##### How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic.

##### How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

##### How fast can things go?

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Students will apply Einstein's theory of special relativity to moving objects.

## UNIT 4

## 12PHY

### HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?

#### Areas of Study:

##### How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications.

##### How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.  
**Practical investigation**

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

#### ASSESSMENT

A final study score is determined by:

Unit 3 SACs will contribute 21%

Unit 4 SACs will contribute 19%

End of year exam is worth 60%

Further information on the study design can be found at:

[VCE Physics 2017-2022](#)

Please note that this subject may run as a combined Year 11 & 12 class

# PSYCHOLOGY

## UNIT 1

### TIPSY1

#### HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

##### Areas of Study:

###### How does the brain function?

Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed.

###### What influences psychological development?

Students explore that factors that influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders. <sup>(1)</sup><sub>SEP</sub>

###### Student directed research investigation

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

## UNIT 2

### TIPSY2

#### HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

##### Areas of Study:

###### What influences a person's perception of the world?

Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli and explore circumstances where perceptual distortions of vision and taste may occur.

###### How are people influenced to behave in particular ways?

Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. <sup>(1)</sup><sub>SEP</sub>

###### Student directed practical investigation

The investigation requires students to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

## ASSESSMENT

Assessments may include media response/analysis, scientific poster, tests comprising multiple choice and short answer questions, analysis of data, logbook of practical activities and a visual presentation.

# PSYCHOLOGY

## UNIT 3

12PSY

### HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

#### Areas of Study:

How does the nervous system enable psychological functioning?

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

How do people learn and remember?

Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

## UNIT 4

12PSY

### HOW IS WELLBEING DEVELOPED AND MAINTAINED?

#### Areas of Study:

How do levels of consciousness affect mental processes and behaviour?

Students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

What influences mental wellbeing?

Students explore the concept of a mental health continuum. Students apply a biopsychosocial approach to analyse mental health and mental disorder (with a focus on specific phobia), and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

#### Practical Investigation

The investigation requires students to identify an aim, develop a question and formulate a research project. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data. They analyse and evaluate the data, identify limitations of data and methods, link experimental results to scientific ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format.

#### ASSESSMENT

A final study score is determined by:

Unit 3 SACs will contribute 16%

Unit 4 SACs will contribute 24%

End of year exam is worth 60%

Further information on the study design can be found at:

[VCE Psychology 2017-2022](#)

# PRODUCT DESIGN & TECHNOLOGY

## UNIT 1

11PDT1

### SUSTAINABLE PRODUCT REDEVELOPMENT

#### Areas of Study:

##### Sustainable product redevelopment

Students re-design a product using suitable materials with the intention of improving the product's aesthetics and quality, including the aspect of sustainability. Students analyse the sustainability of an existing product, develop a brief, develop and apply drawing skills and plan their product.

##### Producing and evaluating a redeveloped product

Students use and evaluate materials, tools, equipment and processes to produce and evaluate their redeveloped product and compare this with the original product.

## UNIT 2

11PDT2

### COLLABORATIVE DESIGN - CHILDREN'S WEAR

#### Areas of Study:

##### Collaborative design

Students work in teams to interpret a design scenario to design a product or product range. They develop and evaluate the product. Students investigate an historical or a contemporary design movement or style for inspiration.

Students, both individually and as part of a team, create a brief, design and plan a product or product range based on a theme.

##### Producing and evaluating within a team

Students apply knowledge, skills, techniques and processes, including risk management, to make their product in accordance with the team's brief.

### ASSESSMENT

Assessment may include a design folio, evaluation criteria, design brief, research, visualisations and design options, working drawings, a scheduled production plan, an evaluation report on the finished product, a finished product, records of production and modifications, verbal or written reports and exams.

*Please note that this subject may run as a combined Year 11 & 12 class*

## UNIT 3

12PDT

### APPLYING THE PRODUCT DESIGN PROCESS

Students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s.

#### Areas of Study:

##### Designing for end-users

Students examine how a design brief addresses particular product design factors and how evaluation criteria are developed. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

##### Product development in industry

Students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

##### Designing for others

Students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

## UNIT 4

12PDT

### PRODUCT DEVELOPMENT AND EVALUATION

Students engage with an end-user/s to gain feedback throughout the process of production. Students compare similar products, evaluate the success of a product in relation to a range of product design factors.

#### Areas of Study: -Product analysis and comparison

Students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

##### Product manufacture

Students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes of the production plan and product.

##### Product evaluation

Students evaluate the quality of their product with reference to criteria and end-user feedback. Students make judgements about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

### ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	12%
Unit 4 school assessed coursework	8%
Units 3 & 4 school assessed task	50%
Units 3 & 4 end of year examination	30%

Further information on the study design can be found at:

[VCE Study Design & Technology 2018-2023](#)

## SAMPLE FORMS



Please return your completed form with your Subject Preference Receipt

Student Surname: \_\_\_\_\_

Pastoral Group: \_\_\_\_\_

Student Given Name: \_\_\_\_\_

I wish to apply for the following VCE Unit(s):

Criteria for Higher Study:

- Ability to work and think independently
- Appropriate level of literacy skills
- Ability to use appropriate technology with confidence
- Ability to work in a mature manner
- Positive attitude to class work and make productive use of class time
- Ability to manage time and submit work punctually
- Ability to research independently and adapt information to the topic being studied
- Ability to work co-operatively in a group
- Willingness to seek teacher assistance when appropriate

Please indicate below your reasons for applying and demonstrate how you have met the above criteria during your studies at school.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please note: Students must continue to demonstrate the skills listed above to continue with their Higher Study subject.

<b>Current Subject Teacher</b>	<b>Recommendation:</b>
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	_____
Teacher Code:	_____
Teacher's Signature:	_____

<b>Pastoral Group Teacher</b>	<b>Recommendation:</b>
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	_____
Teacher Code:	_____
Teacher's Signature:	_____

(Form available on the [College website](#))

Submit this form with your Subject Preference receipt to Student Services by Monday 9 August 2021.

*We will process your Enrolment Application upon receipt of this form.*

**PART 1 – Student Details** (please print clearly using block letters)

USI Number: \_\_\_\_\_

**YOU WILL NEED** a Unique Student Number (USI). All VET students require a USI so that Certificates can be issued. If you **don't** already have a USI, you will need to log onto [www.usi.gov.au](http://www.usi.gov.au) to create one.

**VET applications cannot be processed unless you have a USI number.**

Student Surname: \_\_\_\_\_ Pastoral Group: \_\_\_\_\_

Student Given Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Student Mobile: \_\_\_\_\_

Year Level in 2021: \_\_\_\_\_  VCE  VCAL

Are you an Indigenous Australian or Torres Strait Islander?  Yes  No

Are you an EAL (English as an Additional Language) Student?  Yes  No

Do you have any disabilities?  Yes  No

If yes, please state: \_\_\_\_\_

\_\_\_\_\_

**PART 2 – Course Details**

I wish to apply for: \_\_\_\_\_

Year 1 or 2:  Year 1  Year 2

Institution: \_\_\_\_\_ Campus: \_\_\_\_\_

**PART 3 – Parent's Endorsement**

I / We have read and understood the information regarding our daughters' application for a VET Program in 2021 and agree to her enrolment. I am aware that there will be additional costs incurred with VET subjects and a non-refundable \$75 Application Fee charged to our school account.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Form available on the [College website](#))





CATHOLIC ACTION PROGRAM (CAP)  
APPLICATION FORM

2022

Please return the completed form with your Subject Preference Receipt.

**PART 1 – Student Details** (please print clearly using block letters)

Year 11 CAP Program       Year 12 CAP Program

Student Surname: \_\_\_\_\_

Student Given Name: \_\_\_\_\_

Pastoral Group: \_\_\_\_\_

**PART 2 – Qualifying Questions** (Student to complete)

Why do you wish to be a part of the Catholic Action Program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your experience in the area of Social Justice?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For me, Social Justice is ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What knowledge or skills do you think that you could bring to the CAP class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicate three (3) practical ways in which you could possibly make a Social Justice contribution ...



## CATHOLIC ACTION PROGRAM (CAP) APPLICATION FORM

2022

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What topics/issues would you like to study in 2021?

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### Part 3 – Student Commitment (Student to complete)

I understand that it is a requirement of the Catholic Action Program that I make a commitment to be actively involved in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night, Belgrave Tin Shed and the Vinnies Soup Van Street Retreat Program.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Part 4 – Parent Endorsement (Parent/Guardian to complete)

I / We support our daughter's application to be part of the Catholic Action Program at Mater Christi College in 2021 and support her participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night, Belgrave Tin Shed and the Vinnies Soup Van Street Retreat Program.

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Part 5 – Teacher Endorsement (Religious Education to complete)

<b>Religious Education Teacher</b>	<b>Recommendation:</b>	Date:	
	<input type="checkbox"/> Endorsed	Teacher Code:	
	<input type="checkbox"/> Requires further discussion	Teacher's Signature:	



## VCAL PATHWAY APPLICATION FORM

2022

*Please return the completed form with your Subject Preference Receipt AND your VET Application Form.*

### PART 1 – Student Details (please print clearly using block letters)

Student Surname:	_____	Pastoral Group:	_____
Student Given Name:	_____	Year Level in 2022:	_____

### PART 2 – Qualifying Questions (Student to complete)

Why have you chosen the VCAL pathway?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What do you know about the VCAL program, including main subjects such as Literacy, Numeracy, Work-Related Skills and Personal Development Skills?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What are your plans after Year 12?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which VET course are you interested in? \_\_\_\_\_  
*Have you enrolled in this course already?*  Yes  No

How would you rate your organisational skills? Explain why you have given yourself this rating.

Poor \_\_\_\_\_  
 Below Average \_\_\_\_\_  
 Average \_\_\_\_\_  
 Above Average \_\_\_\_\_  
 Excellent \_\_\_\_\_

How would you rate your time management skills? Explain why you have given yourself this rating ...

Poor \_\_\_\_\_  
 Below Average \_\_\_\_\_  
 Average \_\_\_\_\_  
 Above Average \_\_\_\_\_  
 Excellent \_\_\_\_\_

Page 1

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PART 2 – Parent Questionnaire** (Parent/Guardian to complete)

Why has your daughter chosen the VCAL pathway?

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What do you know about the VCAL program?

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How would you rate your daughter's organisational skills? Explain why you have given her this rating.

- Poor  
 Below Average  
 Average  
 Above Average  
 Excellent

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How would you rate your daughter's time management skills? Explain why you have given her this rating ...

- Poor  
 Below Average  
 Average  
 Above Average  
 Excellent

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Is there any specific areas you feel will challenge your daughter (ie, reading, writing, public speaking, problem-solving, group work etc)? Please explain your response.

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Is there any other information you feel we should know about your daughter?

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Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_