



# Our Lady of Sion College



## **VCE and VCE Vocational Major 2027 Curriculum Handbook**

# Contents

<b>Principal’s Message</b>	3
<b>Introduction</b>	4
<b>Key Dates</b>	5
<b>Support Available</b>	6
<b>Wellbeing for Year 11</b>	7
<b>Wellbeing for Year 12</b>	9
<b>Victorian Certificate of Education</b>	
Overview	11
Factors to consider in choosing a subject	13
Subject selection	15
Undertaking a Unit 3 and 4 in Year 11	16
VCE subjects offered in 2025	17
VCE course of study planner	18
VCE subject descriptions	19
<b>Vocational Education and Training (VET)</b>	66
<b>VCE Higher Education Studies</b>	66
<b>VCE Vocational Major</b>	<b>67</b>
Overview	67
<b>Glossary</b>	70

# Principal's Message

Learning at Our Lady of Sion College is grounded in our motto, Truth in Love. It calls you to seek understanding with compassion, pursue excellence with humility, and act with generosity and respect. At this stage of your education, it shapes not only what you learn, but the pathways you choose and the person you are becoming.

The VCE years are a time of increasing independence, responsibility and purpose. Our curriculum is designed to support you to make informed decisions about your future, with a breadth of subjects that enable you to explore your interests, deepen your strengths, and pursue pathways aligned with your aspirations. Whether your goals lead to university, vocational education, training or employment, your program is shaped to support your individual direction.

Our vision to sow the seeds of hope, discover and grow your gifts, and inspire a commitment to justice continues to guide your learning. In the VCE years, this is reflected in a program that challenges you to think critically, act with integrity, and engage thoughtfully with the world beyond the classroom. You are encouraged to take ownership of your learning, set purposeful goals, and, in partnership with your teachers, embrace the opportunities that prepare you for life beyond school.

This handbook outlines the VCE program for 2027 and provides important information to support your subject selection and pathway planning. It is designed to help you understand the structure of VCE, and the range of subjects available.

I encourage you to read this handbook carefully with your parents or carers and to seek guidance as you make decisions that will shape your future.

I wish you every success as you undertake this important stage of your learning journey.

Rebecca Cetrola



College Principal

# Introduction

Selecting preferences for Year 11 or 12 is an exciting time. With the range of choices available, the possible career options and personal interests can also make it a little daunting. The following questions can be useful when considering your preferences:

How do I know what I will want to do (study, work, travel) in one or two years?

- What if I change my mind?
- How do I know what studies are going to complement my interests?
- How do I know what studies are going to give me a good ATAR?
- What if I don't get a good ATAR and what is a 'good' ATAR?

The good news is that by making a choice now, you are not bound to it for life. So relax and think about what you like, are good at and what field of study or work you are interested in pursuing.

There are no tricks to getting a good ATAR. The ATAR represents your overall performance across all studies, not individual subjects. To get a good ATAR, you should therefore pick subjects that interest you and in which you can perform well.

Think about your areas of passion. Success is about reaching your goal and not giving in. Whatever your dream is, it requires hard work and dedication to make it happen. In most cases you will need to plan and, most importantly, have a number of options just in case. While there are no guarantees, there are some things you can do to make sure you get the most out of your program:

- use your teachers and school as a resource
- ask questions, seek and apply feedback
- be consistent, planned and purposeful in your study and homework.

# Key Dates

<b>17 June</b>	VCE / VM 2027 Curriculum Handbook available on website/SEQTA
<b>22 June</b>	VCE/ VM 2027 Subject Selection Information Evening 7.00 pm (onsite)
<b>22 June</b>	Application Forms to undertake a Unit 3 and 4 in Year 11 available on SEQTA
<b>26 June</b>	Semester 1 reports available on SEQTA
<b>13 July</b>	Applications to undertake a Unit 3/ 4 in Year 11 2027 due
<b>20 July</b>	Bookings for Year 11, 2027, Subject Selection interviews open
<b>13 July</b>	Year 12, 2027, student interviews (parents/ carers not required)
<b>31 July</b>	Online bookings for Year 11, 2027 Subject Selection interviews close at 9.00 am
<b>4 August</b>	Year 11, 2027, Subject Selection interviews for parents/carers and current Year 10 student (9.00 am – 7.00 pm)  Web Preferences opens online at 4.00 pm
<b>10 August</b>	Subject Preferences due - Web Preferences close at 8.00 am  Web Preferences printed receipt due to Homeroom teacher

# Support Available

The following staff can assist you with Year 11 or Year 12 subject selection

Allison Stott <a href="mailto:astott@sion.catholic.edu.au">astott@sion.catholic.edu.au</a>	Deputy Principal – Learning and Teaching
Christine Kralj <a href="mailto:ckralj@sion.catholic.edu.au">ckralj@sion.catholic.edu.au</a>	Deputy Principal – Student Wellbeing
Anna Gionfriddo <a href="mailto:agionfriddo@sion.catholic.edu.au">agionfriddo@sion.catholic.edu.au</a>	Deputy Principal – Faith and Mission
Dale Hunter <a href="mailto:dhunter@sion.catholic.edu.au">dhunter@sion.catholic.edu.au</a>	Director of Senior Learning
Sarah Chalmers <a href="mailto:schalmers@sion.catholic.edu.au">schalmers@sion.catholic.edu.au</a>	Director Learning Diversity
Brooke O’Hara <a href="mailto:bohara@sion.catholic.edu.au">bohara@sion.catholic.edu.au</a>	Careers and Pathways Coordinator
Amy Garnham <a href="mailto:agarnham@sion.catholic.edu.au">agarnham@sion.catholic.edu.au</a>	Religious Education Learning Leader
Natasha Borg <a href="mailto:nborg@sion.catholic.edu.au">nborg@sion.catholic.edu.au</a>	Arts Learning Leader
Melissa Walsh <a href="mailto:mwalsh@sion.catholic.edu.au">mwalsh@sion.catholic.edu.au</a>	English Learning Leader
Isabelle Rebecca <a href="mailto:irebecca@sion.catholic.edu.au">irebecca@sion.catholic.edu.au</a>	Health and PE Learning Leader
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Anthony Barry <a href="mailto:abarry@sion.catholic.edu.au">abarry@sion.catholic.edu.au</a>	Technologies Learning Leader
Leanne Anderson <a href="mailto:landerson@sion.catholic.edu.au">landerson@sion.catholic.edu.au</a>	Year 11 Wellbeing and Growth Leader
Kathryn Steward <a href="mailto:ksteward@sion.catholic.edu.au">ksteward@sion.catholic.edu.au</a>	Year 12 Wellbeing and Growth Leader

Correct at the time of production

# Wellbeing for Learning - Year 11

## Learning Program

The Wellbeing for Learning curriculum aims to build in students:

- A desire to live fully and flourish for their own benefit and that of others
- Self-awareness and self-management that help students understand and regulate their emotions, behaviours, strengths, and challenges
- Positive relationships and social skills, enabling students to communicate effectively, show empathy, collaborate with others, and contribute positively to their community
- Resilience, wellbeing, and engagement in learning by equipping students with strategies to cope with challenges, maintain positive mental health, and actively engage in their learning.

In Year 11, students are supported through the transition into the demands of VCE or VCE VM. The program focuses on developing the whole person by fostering the skills, strategies, and habits needed for academic success, personal growth, and wellbeing.

Students are encouraged to take responsibility for their learning and wellbeing while setting goals and striving to achieve their personal best. Throughout the year, they refine study habits, organisational skills, reflective practices, and proactive help-seeking behaviours.

A key focus of the program is maintaining balance across learning, relationships, health, and extracurricular commitments. Students develop resilience and wellbeing strategies to help them manage the challenges and opportunities of senior school. The program also includes a strong focus on Respectful Relationships, exploring topics such as gender stereotypes, societal expectations, consent, respectful communication, and accessing support. As students progress through Year 11, they are encouraged to consider their future pathways, contribution to the College community, and readiness for Year 12.

## Key Question

How can I take responsibility for my learning, relationships, and wellbeing to achieve my goals and prepare for the opportunities and challenges of Year 12 and beyond?

## Learning Outcomes

It is intended that students will:

- Successfully transition into the academic and personal demands of VCE or VCE VM
- Develop effective study habits, organisational skills, and learning strategies to support academic success
- Build self-awareness and take responsibility for their learning, wellbeing, and personal growth
- Develop respectful, safe, and inclusive relationships through empathy, communication, and understanding
- Apply resilience and help-seeking strategies to manage challenges and maintain life balance
- Reflect on personal strengths, goals, and future pathways as they prepare for Year 12.

## **(Wellbeing for Learning - Year 11 continued)**

### **Success Criteria**

Students will be able to:

- Demonstrate increasing independence and responsibility in managing the demands of senior school
- Apply effective study habits, organisation, and time-management strategies to support learning
- Seek support proactively and utilise strategies to maintain wellbeing and balance
- Demonstrate respectful behaviours and contribute positively to safe and inclusive relationships
- Reflect on their progress, strengths, and challenges to inform future growth and goal setting
- Show readiness for Year 12 through resilience, self-management, and a commitment to personal excellence and learning growth.

# Wellbeing for Learning - Year 12

## Learning Program

The Wellbeing for Learning curriculum aims to build in students:

- A desire to live fully and flourish for their own benefit and that of others
- Self-awareness and self-management that help students understand and regulate their emotions, behaviours, strengths, and challenges
- Positive relationships and social skills, enabling students to communicate effectively, show empathy, collaborate with others, and contribute positively to their community
- Resilience, wellbeing, and engagement in learning by equipping students with strategies to cope with challenges, maintain positive mental health, and actively engage in their learning.

In Year 12, students are supported to balance the academic demands of their final year with their personal wellbeing. The program focuses on developing the skills and strategies needed to manage stress, maintain balance, and approach challenges with confidence and resilience.

Through counsellor-led wellbeing sessions, students develop practical approaches to self-care, stress management, and maintaining healthy routines during this important stage of their education. Students are encouraged to take responsibility for their wellbeing while recognising the importance of seeking support when needed. The Life Skills program prepares students for life beyond secondary school by exploring practical topics such as nutrition, HECS, voting, Medicare, health insurance, party safety, and travel safety. These learning experiences help students build the knowledge and confidence required for increasing independence and adulthood.

Students are also encouraged to engage actively in College life through assemblies, Chapel, pastoral sessions, and significant College events. These opportunities strengthen leadership, responsibility, and a sense of belonging as students prepare to transition from school to future study, employment, and community life.

## Key Question

How can I balance my wellbeing, responsibilities, and aspirations to successfully navigate Year 12 and prepare for life beyond school?

## Learning Outcomes

It is intended that students will:

- Develop the skills and confidence required to successfully transition from secondary school to future pathways
- Maintain personal wellbeing while managing the academic demands of Year 12
- Apply effective self-management, organisation, and stress-management strategies
- Develop knowledge and skills that support independence and informed decision-making beyond school  
Contribute positively to the College community through leadership, participation, and service
- Reflect on personal strengths, achievements, and future aspirations.

## **(Wellbeing for Learning - Year 12 continued)**

### **Success Criteria**

Students will be able to:

- Demonstrate effective strategies for balancing academic commitments and personal wellbeing
- Apply self-management and organisational skills to meet the demands of Year 12
- Make informed decisions about health, wellbeing, and life beyond secondary school
- Seek support appropriately and utilise available wellbeing resources
- Demonstrate leadership, responsibility, and positive engagement within the College community
- Reflect on their growth, achievements, and readiness for future pathways beyond school.

# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. The VCE is a valuable pathway to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

## What is a VCE program?

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies.

A VCE study is generally designed to last for one year, and is made up of a number of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 **must** be taken as a sequence of two units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

At Our Lady of Sion College, a VCE program will generally consist of 22–24 units taken over two years, although the number of units can vary under special circumstances.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take a Unit 3 and 4 study in Year 11, remember that these are more difficult than Unit 1 and 2. The College also requires that you complete an application form and submit it prior to Subject Preference Form. Completion of a Unit 1 and 2 subject in Year 10 does not guarantee automatic entry into Unit 3 and 4 of that subject in Year 11.

When making your choice, you should consider studies that:

- interest you
- you are good at
- provide an appropriate educational challenge for you
- lead to employment you find appealing
- prepare you for further training or tertiary courses that you are considering.

## What must I include in my program?

To obtain your VCE, you **must** satisfactorily complete a **minimum of 16 units**. Regardless of how many units you do in total, you **must** satisfactorily complete:

1. **At least three units** from the English group, **including a Unit 3 and 4 sequence** listed below:
  - » English Units 1–4
  - » EAL Units 3 and 4
  - » Literature Units 1–4
  - » English Language Units 1–4.
2. Three sequences of Units 3 and 4 studies **in addition to** the sequence chosen for your compulsory English.

These sequences can be from VCE studies and/or VCE VET programs. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend to apply for a course using an ATAR (Australian Tertiary Admissions Rank) at the end of your VCE you will need to be aware of these restrictions. Talk to the Careers and Pathways Counsellor, Ms Brooke O'Hara, about these restrictions or check the VTAC website.

## (What must I include in my program? continued)

Each VCE Unit includes a set of two to four learning outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the learning outcomes. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory completion of the unit is determined by the College, in accordance with the requirements set by the VCAA.

Acceleration is based on the successful completion of all outcomes and learning tasks. This applies to both the accelerated study, and the remainder of the Year 10 or Year 11 course.

The student also needs to demonstrate effective approaches to learning throughout the Year 10 or Unit 1/2 study. Acceleration of a Unit 1/2 study does not guarantee entry into a Unit 3/4.

In the case where students do not meet this minimum requirement, the College reserves the right to recommend an alternative study in consultation with students and parents.

For studies such as Languages and Mathematics, students are ineligible to enrol into a Unit 3/4 without successful completion of the study at Unit 1/2 level or an equivalent standard.

For studies such as Physics and Chemistry, students **must** complete either Unit 1 or Unit 2 as a minimum to enrol into Unit 3/4 Physics or Chemistry.

### Assessment at Units 1 and 2:

In addition to the S (satisfactory completion) or N (non-satisfactory completion) required by the VCAA for Units 1 and 2, the College provides more comprehensive information to students and their parents on the level of performance on the learning outcomes.

This information is intended as diagnostic only, and is provided to assist the student in identifying her areas of strength and those needing improvement. These assessments do not contribute to the ATAR score.

### Assessment at Units 3 and 4:

Assessment of Units 3 and 4 takes place at two levels:

i) S (satisfactory) or N (non-satisfactory) completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.

ii) External assessment components of Units 3 and 4 are also given a grade indicating level of performance. These grades cover the following range: A+, A, B+, B, C+, C, D+, D, E+, E, and UG\*

*\*UG (ungraded) indicates that performance on the assessment component did not meet the requirements to receive a grade.*

Assessments awarded at Units 3 and 4 contribute to the ATAR score. Internal results are moderated against the common scale and are indicators only.

The performance grades on the assessment components are used by VTAC to create the ATAR and by tertiary institutions for selection purposes.

To indicate the achievement of VCE students, an ATAR will be determined for each student who has completed **at least** four VCE studies including the compulsory English study at Unit 3 and 4 level, and who is completing at least one VCE study in the current year.

# Factors to consider in choosing subjects

## Religious Education

At Our Lady of Sion College, all students **must** participate in the VCE Religious Education program.

### Year 11 Religious Education

Year 11 students select one of the following options:

- Texts and Traditions Units 1 and 2 (4 periods per cycle across both semesters)
- Texts and Traditions Unit 2
- Texts and Traditions Units 3 and 4

### Year 12 Religious Education

Year 12 students select one of the following options:

- Texts and Traditions Units 3 and 4
- School-based Religious Education

An outline of Texts and Traditions Units 1 to 4 is provided on page 49.

### Year 12 School-based Religious Education

At Our Lady of Sion College, Year 12 students are invited to encounter God through experimental and dialogical experiences. Students explore faith and life through two concepts:

- **A Sense of Purpose**, where students will consider the Big Question: *How can I be a true Daughter of Sion?* Some focus areas will be:
  - » the place of prayer & Scripture in a Sionian education
  - » reflection on the College Mission & Vision statements
  - » workshop with a Daughter of Sion
  - » today's Daughters of Sion in film.
- **Decision-making**, where they will consider the Big Question: *What can I do to bring positive change to my world?* Some focus areas will be:
  - » Catholic ethical thinking and ethical decision-making
  - » reflection on the College Mission & Vision statements
  - » Stewardship and Sustainability Social Justice.

## English

The Victorian Curriculum and Assessment Authority mandates that students must complete at least one of the three English options to receive the Victorian Certificate of Education. The ATAR is calculated by adding together the English study score, the top three other study scores, plus 10% of any fifth and sixth study score. If a student completes more than one English subject, the highest study will be included.

For this reason it is important that students carefully consider their English options. Students can select from:

- English (and English as an Additional Language)
- English Language
- Literature

Students can change their English selection at the end of Year 11, although this is not advised as it will require a significant amount of catching up. Students should speak with their current English teacher, the teachers of Literature and English Language, as well as students currently completing each of the English Subjects, for the best English subject for them.

An outline of English subjects available at Units 1 to 4 are provided on pages 26-30.

# Mathematics

## Aims

This study of Mathematics enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar

- use technology effectively as a tool for working mathematically.

These three types of mathematical skills underpin the outcomes for each unit of Mathematics. They are intended to both guide the learning for students throughout Mathematics and to promote and develop key aspects of working mathematically.

## Choosing Mathematics at Our Lady of Sion College for VCE 2027–2028

### What Mathematics subjects are offered in Year 11?

Building upon the two Mathematics options in Year 10, there are three Mathematics studies available for Year 11 (Units 1 and 2). It is possible to choose none, one or two of the mathematics subjects for 2027. It is essential that all potential tertiary pathways are investigated prior to determining which Mathematics option(s) to study.

**General Mathematics:** Units 1 and 2 provide a course of study involving non-calculus-based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study General Mathematics in Year 12.

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

**Specialist/Enhanced Mathematics:** Units 1 and 2 comprise a combination of prescribed and selected non-calculus-based topics and provide courses of study for students interested in advanced study of Mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Students selecting Specialist/Enhanced Mathematics Units 1 and 2, **must** also select or have previously completed Mathematical Methods Units 1 and 2.

Students selecting Specialist Mathematics Units 3 and 4 **must** also select or have previously completed Mathematical Methods Units 3 and 4.

Students selecting Mathematical Methods Units 3 and 4 **must** have completed Mathematical Methods Units 1 and 2.

### How do I choose a VCE Mathematics pathway?

There are three areas to consider when making a choice of Mathematics subjects:

#### 1. Mathematics ability

Look at the results on Mathematics reports; especially consider test results and examination results. Discuss with your Year 10 Mathematics Teacher and Mathematics Learning Area Leader their recommendation regarding your future Mathematics studies.

#### 2. Possible tertiary prerequisite or career interest

Many career areas and the courses leading to them have some Mathematics prerequisite. Check these using career guides and the VTAC website. Mathematical Methods and Specialist/Enhanced Mathematics Units 3 and 4 are scaled up and may attract bonuses in subject adjustments.

#### 3. Enjoyment of Mathematics

Look at the topics covered in each of the courses and choose a Mathematics pathway that you will enjoy. It is difficult to study two Mathematics subjects if there is no enjoyment.

An outline of Mathematics subjects available at Units 1 to 4 are provided on page 45–47.

# Subject selection

The subject selection process at Our Lady of Sion College supports students and their parents and carers to make informed choices in selecting subjects. This process is testament to our commitment to work in collaboration with parents/carers and students.

## Checklist

1. Here are some important questions to consider when selecting preferences for subjects:
  - What are you good at and what do you like to do?
  - Are you clear about the things that interest you both at school and outside school?
  - Do you know the areas of your studies where you perform well and achieve good results?
  - Do you understand the role of the VCAA and VTAC and how they affect you?
  - Are you clear about what the ATAR is and how it is used for tertiary entry?
  - Are you aware of the various options available for senior student programs, including VCE, VET and VCE VM?
  - Do you know where you can access specialist advice about a study program should you need to?
  - What outside-of-school commitments (sporting, musical, academic) do you have that you need to consider when making your selection?
2. Compile a list of the areas that you are interested in pursuing in your senior study program. Include in this list the jobs or careers that interest you, subjects that you are good at, and areas that are of interest to you. Your 'Morrisby Report' will help with this.
3. Investigate *The Good Careers Guide* online to examine jobs that interest you and possible career paths that appeal to you. Make a list of these careers and the skills they require, including any special requirements that relate to training or education.
4. Read the section of this handbook that contains details of the subjects offered by the College and also VET and VCE VM offerings. Read the *Where to Now?* booklet to clarify the different pathways that are possible.
5. Use Course Search – accessible through the VTAC website ([www.vtac.edu.au](http://www.vtac.edu.au)) – to check the course requirements for courses that you are interested in taking post school. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios, etc.
6. Discuss your proposed pathway with your parents and teachers. Make sure that you are clear that this is the pathway you wish to pursue, and are fully informed about what you need to do to be successful in pursuing this option.
7. Complete the subject preferences form and submit it on time.
8. View the videos for each Learning Area as well as other support material provided by the Learning Area Leaders. Curriculum Handbooks will be released after the Information Evening.

Students will undertake Smart Start from 17 November to 24 November, during which time they will commence work for their subjects in 2027.

**Please note: any requests for subject changes must be made by the end of the first week of classes in 2027. These requests must be made to the Senior Learning Leader. Please also note that subject changes may be limited to timetable constraints.**

# Undertaking a Unit 3 and 4 in Year 11

The College currently offers students who are enrolled in VCE at Year 11 level the opportunity to undertake a Unit 3 and 4 study in their VCE program. This allows students to undertake studies that might support their post-school options, add to their ATAR for tertiary entrance, or broaden their VCE program and therefore their post-school options.

All applications are considered on an individual basis. Studies that are offered by the College at Unit 3 and 4 level for Year 11 students are:

- Accounting
- Applied Computing
- Art and Creative Practice
- Biology
- Business Management
- Food Studies
- Health and Human Development
- History – Revolutions
- Languages
- Legal Studies
- Making and Exhibiting
- Media
- Music
- Physical Education
- Psychology
- Religious Education: Texts and Traditions
- Visual Communication Design
- Texts & Traditions

## Factors to consider in planning an accelerated VCE program

Students who are considering undertaking a Unit 3/4 in Year 11 should demonstrate an excellent record of achievement in their Year 10 studies. This includes performance in examinations and coursework, effective approaches to learning, punctual submission of work in all subjects and school attendance.

Undertaking a Unit 3/4 in Year 11 can provide an enrichment opportunity as well as contributing 10% to the ATAR score aggregated at the end of Year 12.

If a student is undertaking a study outside of school, they must consider this in their overall VCE program at Our Lady of Sion College. All students are expected to undertake a full program at Year 12, which entails five Unit 3/4 studies plus Religious Education. Therefore, undertaking a 3/4 at Year 11 may not be desirable.

Some Unit 3/4 studies require a level of maturity that comes with time and students may achieve a higher study score if it were undertaken in Year 12. Therefore, it may be wise to wait another year.

## How do I apply?

Students who would like to apply are required to submit an application. This application will be considered by the VCE panel.

Application forms are available on SEQTA. Applications are due by **Monday 13 July**. Late applications cannot be considered. Detailed subject descriptions of each unit are provided from page 15 in this handbook.

# VCE subjects offered in 2027

## Units 1 and 2

### Arts

Art Creative Practice  
Drama  
Making and Exhibiting  
Media  
Music  
Visual Communication Design

### English

English  
English Language  
Literature

### Health and Physical Education

Health and Human Development  
Physical Education

### Humanities

Accounting  
Business Management  
History: Modern History  
Legal Studies

### Languages

Chinese  
French  
Italian

### Mathematics

General Mathematics  
Mathematical Methods  
Specialist/Enhanced Mathematics

### Religious Education

Texts and Traditions

### Science

Biology  
Chemistry  
Physics  
Psychology

### Technologies

Applied Computing  
Food Studies

## Units 3 and 4

### Arts

Art Creative Practice  
Drama  
Making and Exhibiting  
Media  
Music  
Visual Communication Design

### English

English/EAL  
English Language  
Literature

### Health and Physical Education

Health and Human Development  
Physical Education

### Humanities

Accounting  
Business Management  
History: Revolutions  
Legal Studies

### Languages

Chinese  
French  
Italian

### Mathematics

Further Mathematics  
Mathematical Methods  
Specialist Mathematics

### Religious Education

Texts and Traditions

### Science

Biology  
Chemistry  
Physics  
Psychology

### Technologies

Applied Computing  
Food Studies

# VCE course of study planner

**Name:**

**Year 11, 2027:**

<b>Semester 1</b>						
<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject 4</b>	<b>Subject 5</b>	<b>Subject 6</b>	<b>Subject 7</b>
Unit 1 Texts and Traditions						

Outside of school study (if applicable):

<b>Semester 2</b>						
<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject 4</b>	<b>Subject 5</b>	<b>Subject 6</b>	<b>Subject 7</b>
Unit 1 Texts and Traditions						

Outside of school study (if applicable):

**Year 12, 2028:**

<b>Semester 1</b>					
<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject 4</b>	<b>Subject 5</b>	<b>Study Block</b>

Outside of school study (if applicable):

<b>Semester 2</b>					
<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject 4</b>	<b>Subject 5</b>	<b>Study Block</b>

Outside of school study (if applicable):

This study planner can be used as a planning tool in preparation for submitting subject preferences via Web Preferences.

# VCE Subject Descriptions

## Creative Practice

### Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

### Structure and Unit Outline

The study is made up of four units.

#### Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1, students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

#### Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2, students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal

ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

### **Unit 3: Investigation, ideas, artworks and the Creative Practice**

In this unit, students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

### **Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice**

In Unit 4, students continue to develop their art practice through Project-based and Inquiry learning

as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

### **Entry**

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

### **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed task, school-assessed coursework and an end-of-year exam:

- Unit 4 school-assessed coursework: 10 percent
- Units 3 and 4 school-assessed task: 60 percent
- Units 3 and 4 examination: 30 percent

# Drama

## Rationale

This study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides pathways to further studies in fields such as acting, direction, play writing, production design, production management and studies of drama criticism.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Introducing Performance Styles and Contemporary Drama Practices

Students explore various performance styles from diverse social, historical, and cultural contexts. They examine storytelling traditions and devise performances that transcend realistic representations, incorporating multiple styles to create innovative and transformative works. The unit emphasises the use of contemporary drama practices, conventions, and play-making techniques to develop solo and ensemble performances based on personal, cultural, or community stories. Analysis of both their own work and that of professional practitioners enhances understanding of character portrayal and dramatic intention.

### Unit 2: Contemporary Drama Practices and Australian Identity

This unit delves into aspects of Australian identity through contemporary drama practices. Students examine the works of Australian drama practitioners and their associated performance styles. They create performances based on various stimuli, such as people, events, or artworks, reflecting on themes like migration, colonial history, and Indigenous perspectives. The unit focuses on applying conventions like transformation of character, time, and place, as well as the use of symbolism, to convey meaning in performance.

### Unit 3: Devised Ensemble Performance

In this unit, students collaborate to create and present ensemble performances, drawing on a range of performance styles and conventions. They use play-making techniques to develop dramatic works from stimulus material, experimenting with character transformation, symbolism, and the manipulation of dramatic elements. The unit emphasises the importance of communication and impact on the audience, with students documenting and evaluating their creative processes. Additionally, they analyse a live professional

drama performance to understand the application of conventions and techniques in a professional context.

### Unit 4: Devised solo performance

Focusing on the development and presentation of solo performances, this unit encourages students to draw on various performance styles and conventions, particularly non-realistic and non-linear structures. They explore stimulus material to extract dramatic potential, applying techniques such as symbolism and transformation of character, time, and place. The unit culminates in the creation of a solo performance in response to a prescribed structure, with students considering the use of production areas and sustainable sourcing. Documentation and evaluation of the creative process are integral components of the unit.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 10 percent
- End-of-year performance examination: 35 percent
- Units 3 and 4 exams: 25 percent

# Making and Exhibiting

## Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.

The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in.

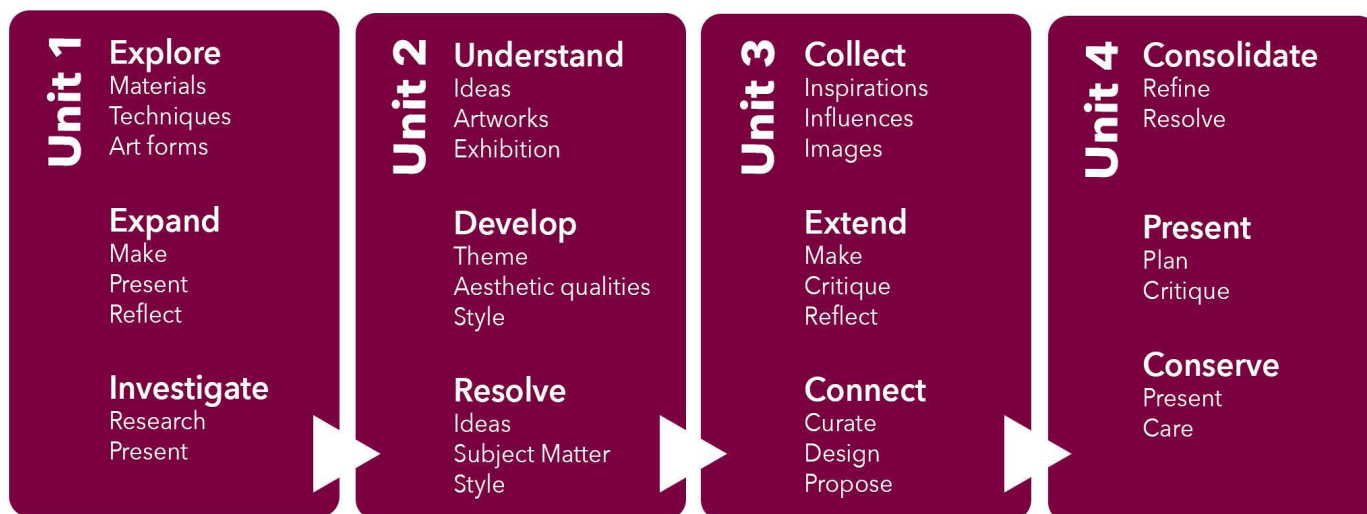
Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

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

## Structure and Unit Outline

The study is made up of four units:

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve
- Unit 3: Collect, extend and connect
- Unit 4: Consolidate, present and conserve



### Unit 1: Explore, expand and investigate

*Outcome 1: Explore - materials, techniques and art forms*

How do artists use materials and techniques in their art making?

*Outcome 2: Expand - make, present and reflect*

How do artists use materials and techniques to represent ideas and achieve a style in their artworks?

*Outcome 3: Investigate - research and present*

What role do artworks and their presentation play in society?

### Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how

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

*Outcome 1: Understand - ideas, artworks and exhibition*

How are thematic exhibitions planned and designed?

*Outcome 2: Develop - theme, aesthetic qualities and style*

How does an artist develop aesthetic qualities and style in artworks?

*Outcome 3: Resolve - ideas, subject matter and style*

How does an artist develop ideas and a personal style in artworks?

## (Making and Exhibiting continued)

### Unit 3: Collect, extend and connect

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

#### Area of Study 1: Collect – inspirations, influences and images

*How do artists use selected art forms and ideas to create visual language?*

In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms.

#### Area of Study 2: Extend – make, critique and reflect

*How are ideas, reflection and feedback used in art making to develop artworks?*

In this area of study students make artworks that are developed from the experimentation and investigation in their Visual Arts journal in Area of Study 1. This area of study also focuses on the way students manipulate materials and apply techniques and processes to develop an individual style in their artworks.

#### Area of Study 3: Connect – curate, design and propose

*How are artworks selected and presented for exhibition?*

This area of study focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks.

### Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in - specific art forms.

#### Area of Study 1: Consolidate – refine and resolve

*How do artists refine and resolve artworks?*

In this area of study students refine and resolve at least one finished artwork based on the ideas

explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form.

#### Area of Study 2: Present – plan and critique

*How are ideas presented in finished artworks on exhibition?*

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks.

#### Area of Study 3: Conserve – present and care

*What role does conservation and care have in the presentation of artworks?*

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed tasks and an end-of-year examination:

- Unit 3 school-assessed task: 30 percent
- Unit 3 school-assessed coursework: 5 percent
- Unit 4 school-assessed task: 30 percent
- Unit 4 school-assessed coursework: 5 percent
- Units 3 and 4 examination: 30 percent

# Media

## Rationale

The media is ubiquitous in today's world. Working on a personal, local, national, and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences, and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. The relationship between audiences and the media is dynamic and changing.

Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students analyse the structure of narratives, students consider the impact of media creators and institutions on production. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

### Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film,

television, sound, news, print, photography, games, and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production, and distribution of narratives in the media and audience engagement, consumption, and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### Unit 3: Media narratives and pre-production

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

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

### Unit 4: Media production and issues in the media

In this unit 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.

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,

**(Media continued)**

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.

**Entry**

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

**Assessment**

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Levels of Achievement**

Units 1 and 2: Individual school decision on the levels of achievement.

Units 3 and 4: School-assessed coursework, a school-assessed task, and an end-of-year examination:

- Unit 3 and Unit 4 school-assessed coursework: 20 percent
- Unit 3 and Unit 4 school-assessed task: 40 percent
- Units 3 and 4 examination: 40 percent

# Music

## Rationale

Music is uniquely an aural art form and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Music learning has a significant impact on the cognitive, affective, motor, social, cultural and personal competencies of students. It supports and encourages flexible cognitive and behavioural skills, and creativity, which are further enhanced by the non-verbal communication methods found in musical socialisation. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

### Unit 2: Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

### Unit 3: Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

### Unit 4: Music Repertoire Performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these

## (Music continued)

strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Music Performance, students should have around three years' experience prior to Year 11 on a musical instrument or voice. Private instrumental tuition is expected. Any student wanting to undertake VCE Music should see the Head of Music to discuss the course in more detail.

## Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement:

- Performing
- Creating
- Analysing and Responding)

Units 3 and 4: School-assessed coursework and two end-of-year external examinations:

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 10 percent
- Performance examination (Unit 4 – external assessment): 50 percent
- Aural and written examination (Unit 4 – external assessment): 20 percent

# Visual Communication Design

## Rationale

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

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Introduction to Visual Communication Design

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

### Unit 2: Applications of Visual Communication Design within design fields

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students

adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

### Unit 3: Visual Communication Design practices

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

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design

## (Visual Communication Design continued)

problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

### Unit 4: Visual Communication Design, Development, Evaluation and Presentation

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

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

### Entry

There are no prerequisites for Units 1 or 2. Students are **strongly advised** to complete either Unit 1 or 2 before enrolling in Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 20 percent
- Units 3 and 4 examination: 30 percent

# English / English as an Additional Language (EAL)

## Rationale

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

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

## Structure and Unit Outline

The study is made up of four units, each unit has two areas of study.

### Unit 1: English

#### Area of Study 1: Reading and exploring texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives.

Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

#### Area of Study 2: Crafting texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

### Unit 2: English

#### Area of Study 1: Reading and exploring texts

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also

## (English / English as an Additional Language [EAL] continued)

explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

### Area of Study 2: Exploring Argument

Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their teacher and other students to refine their ideas and expression. They aim for coherence, logic and accuracy in their writing.

Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation, and learn about the conventions of oral presentation for persuasive purposes.

## Unit 3: English

### Area of Study 1: Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities

to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

### Area of Study 2: Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

## Unit 4: English

### Area of Study 1: Reading and responding to texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students

**(English / English as an Additional Language [EAL] continued)**

consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

**Area of Study 2: Analysing Argument**

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening,

reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

**English as an Additional Language****Units 3 and 4**

It is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F–10: EAL. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Students undertake this course in a mainstream English class with some differences in course structure and assessment.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students must achieve an 'S' for both Units 3 and 4 to be awarded the VCE.

**Assessment**

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examination: 50 percent

# English Language

## Rationale

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

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

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Language and communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

### Unit 2: Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students

consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

### Unit 3: Language variation and social purpose

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways

## (English Language continued)

in which language varieties are used in processes of inclusion and exclusion.

### Unit 4: Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3, however, students should have a strong understanding of grammar as well as an academic history of excellent results in English. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

### Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examination: 50 percent

# Literature

## Rationale

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

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

## Structure and Unit Outline

The study is made up of four units, each unit has two areas of study.

### Unit 1: Literature

#### Area of Study 1: 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 their own and others' interpretations of text.

#### Area of Study 2: Exploration of literary movements and genres

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

### Unit 2: Literature

#### Area of Study 1: Voices of Country

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait

Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

#### Area of Study 2: The text in its context

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

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

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

## (English Literature continued)

### Unit 3: Literature

#### Area of Study 1: Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

#### Area of Study 2: Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

### Unit 4: Literature

#### Area of Study 1: 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 context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they

develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

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

#### Area of Study 2: Close analysis of texts

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students should have a strong academic history of excellent results in English. Students must undertake Unit 3 and Unit 4 as a sequence.

### Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 exams: 50 percent

# Health and Human Development

## Rationale

The study of Health and Human Development provides an opportunity for students to investigate both health and human development in local, Australian and global communities. It approaches the concept of development as a continuum, which begins with individual development and progresses towards human development at a societal level.

At an individual level, the study of human development is about the continuous lifelong process that begins at conception and continues to death. At a society level, the study takes a global perspective on health and human development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

### Unit 2: Managing health and development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of

long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

### Unit 3: Australia's health in a globalised world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Unit 4: Health and human development in a global context

In this unit, students examine health and human

## (Health and Human Development continued)

development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

## Entry

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

## Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examination: 50 percent

## Physical Education

### Rationale

Physical Education examines the biological, physiological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

### Structure and Unit Outline

The study is made up of four units.

#### Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

#### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and

enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

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

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual,

## (Physical Education continued)

club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

### Entry

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

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 30 percent
- Units 3 and 4 examination: 50 percent

# Accounting

## Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a small business. Students study both theoretical and practical aspects of accounting. Financial data and accounting information will be collected, recorded, reported and interpreted using both manual methods and information and communications technology (ICT).

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Role of accounting in business

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

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

This unit focuses on the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT to prepare historical and budgeted accounting reports. They analyse and evaluate the performance of the business using financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business and suggest strategies to improve business performance.

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

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest

strategies to the owner to improve the performance of the business.

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

This unit provides an extension of the recording and reporting processes from Unit 3 with the inclusion of balance day adjustments and alternative depreciation methods. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students use both manual methods and ICT to record and report. They investigate the role and importance of budgeting in decision-making for a business. Students analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to business owners to improve business performance.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examination: 50 percent

# Business Management

## Rationale

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

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Planning a business

In this area of study students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

### Unit 2: Establishing a business

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

### Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

### Unit 4: Transforming a business

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

### Entry

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

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examination: 50 percent

# Modern History, Empires and Revolutions

## Rationale

History is the practice of understanding and making meaning of the past. Students learn about the people, ideas and events that have created present societies and cultures. History builds a conceptual and historical framework within which students can develop an understanding of their own time and place. It develops the skills necessary to analyse visual, oral and written records and an understanding of the link between accounts of the past, and the values and interests of the time in which they were produced.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Modern History: The changing world order

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

### Unit 2: Empires: The Rise of Empires

In this unit students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

### Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Their consequences have a profound effect on the political and social structures.

### Unit 3: French Revolution

**Area of Study 1: The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789)**

The events and conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, revolt of the Notables 1787–88, Day of Tiles, economic collapse and bankruptcy, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', political pamphlets, the harvest crisis and food shortage, Réveillon Riots, the events of the Estates-General, the storming of the Bastille, the 'Great

Fear', and the night of the 4 August 1789 Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917.

Day of Tiles, economic collapse and bankruptcy, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', political pamphlets, the harvest crisis and food shortage, Réveillon Riots, the events of the Estates-General, the storming of the Bastille, the 'Great Fear', and the night of the 4 August 1789.

The contribution of popular movements in mobilising society and challenging the existing order, including the nobility, bourgeoisie, urban workers of Paris and peasants.

**Area of Study 2: The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year 111)**

The challenges the new regime faced in attempting to consolidate its power, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, counter-revolution, Federalist Revolts, changes to laws and taxes, the introduction of popular sovereignty and representative governments.

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the August Decrees and the Declaration of Rights of Man and Citizen, political divisions over the aims of the revolution, revolutionary government and The Terror, de-Christianisation and the rise of the sans culottes.

## (Modern History and Revolutions continued)

The role of significant individuals that influenced and changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette.

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers, women, peasants and the nobility.

The extent of continuity and change in French society 1774–1795.

### Unit 4: Russian Revolution

**Area of Study 1: The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government 26 October 1917)**

The events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917.

The ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism.

The role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky.

The contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties: Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets.

**Area of Study 2: The Russian Revolution from 26 October 1917 to 1927 ( Sovnarkom decrees to the NEP)**

The challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-

Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt.

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the role of the Cheka, issuing of New Decrees, State Capitalism, War Communism, the 1921 Famine, the Tenth Party Congress, the effects of the NEP, artistic experimentation, initiatives in education, and women's rights.

The role of significant individuals that influenced and changed society including Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai.

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women

The extent of continuity and change in Russian society 1896–1927.

### Entry

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

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Task Types for Units 1, 2, 3, 4

- Historical inquiries
- Essays
- Evaluations of historical sources
- Short-answer questions
- Extended responses

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework 25 percent
- Units 3 and 4 examination: 50 percent

# Legal Studies

## Rationale

Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system.

Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: The Presumption of Innocence

This unit explores an understanding of legal foundations. It investigates key concepts of criminal law and in doing so, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students will also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

### Unit 2: Wrongs and Rights

This unit focuses on the key concepts of civil law. It explores different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students will also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights.

### Unit 3: Rights and Justice

This unit will examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students will consider how the Victorian court hierarchy, as well as other means and institutions are used to determine and resolve cases. It looks at the extent to which the principles of justice are upheld in the justice system.

### Unit 4: The People, the Law and Reform

This unit explores how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students will develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They will investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

## Entry

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

## Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework 25 percent
- Units 3 and 4 examination: 50 percent

## Chinese (Second Language)

### Rationale

This study develops students' ability to understand and use a language that is spoken by about a quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community and the study of it by Australians will contribute to the positive features of a culturally diverse society.

Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities while enhancing critical and creative thinking.

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Chinese (Second Language)

In these units students develop an understanding of the language and cultures of Chinese-speaking communities through the study of six or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Chinese, consolidating and extending their vocabulary, grammar knowledge, and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts and activities, such as stories, poems, plays, novels, songs, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on an individual's language use in specific contexts and for specific audiences.

#### Units 3 and 4: Chinese (Second Language)

In these units, students extend the knowledge and skills gained in Units 1 and 2. They investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of six or more subtopics from the prescribed themes and topics.

They are required to access and share useful information on certain topics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities and investigate the ways culture, place and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Authority.

### Entry

A student is NOT eligible for Chinese Second Language if they have had either: 12 months or more education in a school where Chinese is the medium of instruction, or 3 years (36 months) or more residence in any of the VCAA nominated countries or regions. The nominated countries and regions are China, Taiwan, Hong Kong or Macau.

Eligible students will, typically, have studied Chinese for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Official eligibility criteria is published on the VCAA website. Students must complete Unit 3 before undertaking Unit 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examinations:

- Unit 3 school-assessed coursework: 25 percent of the study score
- Unit 4 school-assessed coursework: 25 percent of the study score
- The examinations together will contribute 50 percent to the study score:
  - » Oral examination: approximately 15 minutes
  - » Written examination: 2 hours plus 15 minutes reading time.

## French

### Rationale

This study develops students' ability to understand and use a language that is widely learned internationally, and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities while enhancing critical and creative thinking.

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: French

In these units students develop an understanding of the language and cultures of French-speaking communities through the study of six or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French, consolidating and extending their vocabulary, grammar knowledge, and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts and activities, such as stories, poems, plays, novels, songs, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply their acquired knowledge of French culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on an individual's language use in specific contexts and for specific audiences.

#### Units 3 and 4: French

In these units, students extend the knowledge and skills gained in Units 1 and 2. They are required to access and share useful information on certain topics through French, while consolidating and extending their vocabulary, grammar knowledge, and language skills.

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities, investigating the ways culture, place, and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Authority.

### Entry

This study is designed for students who will, typically, have studied French for at least 400 hours by the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete Unit 3 before undertaking Unit 4.

### Assessment:

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examinations:

- Unit 3 school-assessed coursework: 25 percent of the study score
- Unit 4 school-assessed coursework: 25 percent of the study score
- The examinations together will contribute 50 per cent to the study score:
  - » Oral examination: approximately 15 minutes
  - » Written examination: 2 hours plus 15 minutes reading time.

## Italian

### Rationale

This study develops students' ability to understand and use a language that is one of the official languages of the European Union and one of the most widely spoken languages in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities while enhancing critical and creative thinking.

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Italian

In these units students develop an understanding of the language and culture/s of Italian-speaking communities through the study of six or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

#### Units 3 and 4: Italian

In these units, students extend the knowledge and skills gained in Units 1 and 2. They are required to access and share useful information on certain topics through Italian, while consolidating and extending their vocabulary, grammar knowledge, and language skills.

Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities, investigating the ways culture, place, and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Authority.

### Entry

This study is designed for students who will typically have studied Italian for at least 400 hours by the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete Unit 3 before undertaking Unit 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examinations:

- Unit 3 school-assessed coursework: 25 percent of the study score
- Unit 4 school-assessed coursework: 25 percent of the study score
- The examinations together will contribute 50 percent to the study score.
- Duration

Oral examination: approximately 15 minutes

Written examination: 2 hours plus 15 minutes reading time.

## General Mathematics

### Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

### Structure and Unit Outline

General Mathematics is made up of four units.

#### Unit 1: General Mathematics

General Mathematics Unit 1 provides a course of study involving non-calculus based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study General Mathematics in Year 12.

The topics of study within General Mathematics Unit 1 are 'Data analysis', 'Linear relations', 'Computation and practical arithmetic, plus variation', and 'Matrices'.

#### Unit 2: General Mathematics

General Mathematics Unit 2 provides a course of study involving non-calculus based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study General Mathematics in Year 12.

The topics of study within General Mathematics Unit 2 are 'Data analysis', 'Graphs and networks', and 'Recursions and finance'.

#### Unit 3 and 4: General Mathematics

General Mathematics Unit 3 and Unit 4 is completely prescribed and extends the learning of Units 1 and 2. Unit 3 comprises the areas of study 'Data analysis' and 'Recursion and financial modelling'. In Unit 4, students study the areas of 'Matrices' and 'Networks and decision mathematics'.

### Entry

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

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 percent
- Two unit 3 and 4 examinations: 60 percent

## Mathematical Methods

### Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Mathematical Methods

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

The focus of Unit 1 is the study of simple algebraic functions, and the topics covered are 'Quadratic functions', 'Functions and relations', 'Counting methods', and 'Polynomial functions'.

The focus of Unit 2 is the study of simple transcendental functions and the calculus of simple algebraic functions. The topics covered are 'Calculus', 'Exponential functions', 'Probability', and 'Trigonometric functions'.

#### Units 3 and 4: Mathematical Methods

Mathematical Methods Units 3 and Unit 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, economics and medicine.

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

Unit 3 content includes the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', and applications of

derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

For Unit 4, the remaining content is from the areas of study: 'Functions, relations and graphs', 'Calculus' and 'Algebra, number and structure', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study includes anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

### Entry

Mathematical Methods Units 3 & 4 assumes knowledge of Mathematical Methods Units 1 and 2. Students wishing to undertake Mathematical Methods Units 3 & 4 must have successfully completed Mathematical Methods Units 1 and 2.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 percent
- Two unit 3 and 4 examinations: 60 percent

## Specialist/Enhanced Mathematics

### Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Specialist/Enhanced Mathematical Methods

Specialist/Enhanced Mathematics has been designed to cater for both the needs of those students wanting to pursue the advanced mathematics of Specialist Mathematics Units 3 and 4 and also for students who want to enhance their mathematical skills in preparation for the Year 12 Mathematical Methods course.

The areas of study for Unit 1 of Specialist/Enhanced Mathematics are 'Proof and number', 'Logic and algorithms', 'Sequences and series', 'Complex numbers' and 'Matrices'.

The areas of study for Unit 2 of Specialist/Enhanced Mathematics are 'Simulation, sampling and sampling distributions', 'Trigonometry', 'Vectors in the plane', 'Functions, relations and graphs', and 'Calculus'.

#### Units 3 and 4: Specialist Mathematics

Specialist Mathematics Units 3 & Unit 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4.

Specialist Mathematics assumes knowledge of Mathematical Methods Units 1 and 2. Students wishing to undertake Specialist Mathematics Units 3 and 4 must have successfully completed Mathematical Methods Units 1 and 2.

Specialist Mathematics Unit 3 consists of the areas of study: 'Logic and proof', 'Functions, relations and graphs', 'Complex numbers', 'Calculus', and 'Vectors'.

Specialist Mathematics Unit 4 consists of the areas of study 'Calculus', 'Vector calculus', 'Probability and statistics'.

### Entry

Students studying this subject must also be currently studying Mathematical Methods Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 percent
- Two unit 3 and 4 examinations: 60 percent.

## Texts and Traditions

The teaching of Religious Education is central to all Catholic schools. At Our Lady of Sion College, students encounter God through the study of Scripture, in the teachings and traditions of the Catholic Church, in the telling of the Sion story and dynamism of the charism, through living in a Christian community, celebrating liturgy and prayers, and in the lived experiences reflected upon. For students in the senior years, opportunities to complete formal studies of religion and opportunities of social justice action exist. This allows students to leave the College with a rounded education in Religion from both an academic and communal perspective.

### Rationale

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

### Structure and Unit Outline

The study is made up of four units.

#### Unit 1: Texts in traditions

This unit examines the place of sacred texts and their literary forms within a religious tradition. It explores the importance of sacred texts as the source of a tradition and students learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms.

The study is divided into three areas:

1. The importance of sacred texts to the tradition
2. The exegesis of texts
3. Sacred texts and later traditions.

#### Unit 2: Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

The study is divided into three areas:

1. Sacred texts in the past
2. Sacred texts today
3. Comparing religious traditions.

## (Religious Education continued)

### Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

The study is divided into three areas:

1. The background of the tradition
2. Audience, purpose and literary aspects of the set texts
3. Interpreting texts.

### Entry

There are no pre-requisites.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

### Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

The study is divided into three areas:

1. Interpreting texts
2. Religious themes and their teaching purpose
3. Themes in the later tradition and the later use of scripture.

# Biology

## Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries.

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts, as well as key science skills, underpin much of contemporary biology, and how society applies these concepts and skills to resolve problems and advance science.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills, including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How do organisms regulate their functions?

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

### Unit 2: How does inheritance impact diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, the environment and epigenetic factors influences phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict

outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study transcription and translation, protein synthesis and the function of enzymes.

### Unit 3: How do cells maintain life?

In this unit, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules to produce proteins as a diverse group of functional molecules. The gene structure and expression in prokaryotic and eukaryotic cells as well as using prokaryotic cells as an example of gene regulation. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways can lead to improvements in agricultural practices.

Students apply their knowledge of cellular

## (Biology continued)

processes through the investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: the discovery and development of the DNA structure model; proteomic research applications; the use of transgenic organisms in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathways.

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through the investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for

conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3, however knowledge of Year 7–10 Science is assumed. Students who enter the study at Unit 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study it is advisable that students undertake Units 1 to 4.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

#### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 30 percent
- Unit 3 and 4 examination: 50 percent

# Chemistry

## Rationale

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students undertake practical activities that involve the analysis and synthesis of a variety of materials and apply this knowledge to real-world scenarios.

## Structure

The study is made up of four units.

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

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

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

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

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas,

volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

## **(Chemistry continued)**

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

### **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

- Unit 3 school assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 30 percent
- Unit 3 and 4 examination: 50 percent

# Physics

## Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. The study provides students with opportunities to explore questions related to the natural and constructed world. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How is energy useful to society?

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

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

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

### Unit 3: How do fields explain motion and electricity?

In this unit, students use Newton's laws to investigate motion in one and two dimensions.

They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

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

## **(Physics continued)**

challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

## **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. However knowledge of Year 7–10 Science is assumed. Students who enter the study at Unit 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study, it is advisable that students undertake Units 1 to 4.

## **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination.

- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 20 percent
- Unit 3 and 4 examination: 50 percent

# Psychology

## Rationale

Psychology enables students to explore how people think, feel and behave. It is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students will examine research methodologies and ethical issues in each unit.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How are behaviour and mental processes shaped?

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

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

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

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

### Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and

## **(Psychology continued)**

cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study, it is advisable that students undertake Units 1 to 4.

### **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 30 percent
- Unit 3 and 4 examination: 50 percent

# Applied Computing

## Rationale

As technology continues to evolve rapidly, there are increasing opportunities for enterprising and entrepreneurial individuals to develop new technologies, as well as identify innovative uses for existing technologies. Students develop a range of data analytics, programming and cyber security skills that are in high demand in today's digital age. Students are provided with practical opportunities and choices to create digital solutions for real-world problems. These skills could be utilised across a range of industries including healthcare, finance, entertainment, education, construction, and business/commerce.

## Structure and Unit Outline

The study is made up of six units however most students complete four, specialising in either Data analytics or Software development at Units 3 and 4.

### Unit 1: Applied computing

#### Area of Study 1: Data analysis

In this area of study, students use software tools to create data visualisations in response to teacher-provided solution requirements, designs, and data. The software tools are used for the interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams, spatial relationships, infographics, and dashboards. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to develop data visualisations.

#### Area of Study 2: Programming

In this area of study, students use an appropriate OOP language such as Python to create working software solutions. They use a range of design tools to represent the software solution. They apply testing and debugging techniques to ensure the software solution works as intended. Students apply computational and design thinking skills when preparing solution designs and transforming them into a working solution.

### Unit 2: Applied computing

#### Area of Study 1: Innovative solutions

In this area of study, students work collaboratively to design and develop an innovative solution to an identified problem, need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging digital technologies and their applications. Students apply computational, design and systems thinking skills when developing solution designs and transforming them into a proof of concept, prototype, or product.

#### Area of Study 2: Cyber security

In this area of study, students investigate emerging trends in cyber security and how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect, maintain, and protect wired, wireless, and mobile communications technologies. Students examine network vulnerabilities and the strategies for reducing risks and mitigating threats to networks, considering key legal and ethical requirements. Students apply computational, design and systems thinking skills when analysing networks and proposing strategies for reducing security risks.

### Unit 3: Data analytics

#### Area of Study 1: Data analytics

In this area of study, students identify, select, and extract authentic data from large repositories. Students use database, spreadsheet, and data visualisation software tools to undertake the problem-solving activities of manipulation, validation and testing from the development stage. Students apply computational thinking skills when interpreting solution requirements and designs, and when developing them into data visualisations.

#### Area of Study 2: Data analytics: analysis and design

In this area of study, students independently determine and propose a research question and collect and analyse data from both primary and secondary sources. This is the first part of the School-assessed Task, involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1. Students apply computational thinking skills when determining data requirements associated with a research question and apply design thinking skills when designing infographics and/or dynamic data visualisations.

## (Applied Computing continued)

### Unit 4: Data analytics

Area of Study 1: Data analytics: development and evaluation

They prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations that address their research question by applying the problem-solving methodology stages of development and evaluation. Students apply computational thinking skills when developing their ideas into infographics and/or dynamic data visualisations.

#### Area of Study 2: Cyber security: data security

In this area of study, students investigate emerging trends in cyber security and focus on data and information security and its importance to organisations. Students investigate security strategies used by an organisation to manage the collection, communication and security of data and information in its networked environment. Students apply systems thinking skills when investigating data and information security strategies within an organisation, and when recommending strategies to reduce threats.

### Unit 3: Software development

Area of Study 1: Software development: programming

In this area of study, students interpret the requirements and designs for developing working software modules. Students use a common OOP language such as Python and undertake the problem-solving activities of programming, validation, testing and documentation from the development stage. Students apply computational thinking skills when interpreting given solution requirements and designs, and when developing them into the working software modules.

Area of Study 2: Software development: analysis and design

In this area of study, students prepare for the development of a software solution that meets a student-identified problem, need or opportunity. This is the first part of the School-assessed Task, involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1. Students apply computational thinking skills when analysing a problem, need or opportunity and apply design thinking skills when designing the solution.

### Unit 4: Software development

Area of Study 1: Software development: development and evaluation

In this area of study, students develop the solution they designed in Unit 3, Area of Study 2 by programming and evaluating their software solution. Students apply computational thinking skills when developing their design ideas into a software solution.

Area of Study 2: Cyber security: secure software development practices

In this area of study, students focus on the security risks to organisations due to insecure software development environments and practices. They analyse and evaluate current software security practices, examine the vulnerabilities and risks and consider the consequences of identified issues. Students apply systems thinking skills when analysing and evaluating software development security strategies within an organisation, and when recommending strategies to improve current practices.

#### Entry

There are no prerequisites for entry to Units 1, 2 and 3 however students must undertake Unit 3 and Unit 4 as a sequence.

#### Assessment

Satisfactory completion: the student has demonstrated achievement of the set of outcomes specified for the unit.

#### Levels of Achievement:

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Determined by School-assessed Coursework (SAC), a School-assessed Task (SAT) as specified in the VCE study design, and external end-of-year examination.

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

Units 3 and 4 School-assessed Coursework: 20 percent.

Units 3 and 4 School-assessed Task: 30 percent.

Unit 3 and 4 examination: 50 percent.

# Food Studies

## Rationale

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

### Unit 2: Food makers

In this unit, students investigate food systems in contemporary Australia, focusing on both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food, including our physical need for it and how it nourishes and sometimes harms our bodies. They also investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. Students analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop their understanding of diverse nutrient requirements. Students also study the influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

In this unit students examine debates about global and Australian food systems with a focus on such issues as ethics, farming practices, the development of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

#### Entry

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

#### Assessment

Satisfactory Completion: Demonstrated

## **(Food Studies continued)**

the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

### **Entry**

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

### **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and end-of-year examination:

Unit 3 school-assessed coursework: 30 percent

Unit 4 school-assessed coursework: 30 percent

Unit 3 and 4 examination: 40 percent

# Vocational Education and Training (VET)

Students are able to choose a VCE VET program as part of their VCE, which means that they will be undertaking training in a specific vocational area; for instance, hospitality, animal studies, information technology or Allied Health.

VET is intended to broaden the range of study options available to students in VCE. It is about training for the workplace and is industry-based.

These courses are incorporated into the VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two-year period (Year 11 and 12) students will be able to complete their VCE and one of the certificate courses simultaneously. VET studies also form an integral part of the VCE VM program.

VCE VET programs will give you credit at Units 1–4. A number of the programs also have a study score available and these and most others contribute to the ATAR (Australian Tertiary Admissions Rank). A program booklet for each of the VET programs is available on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

All students who select the VCE VM program are required to undertake a VET study.

It is most important that students interested in these courses seek advice and details from the Careers and Pathways Coordinator.

It is important to note the following in relation to VET courses offered by Our Lady of Sion College as part of VCE Studies:

- Enrolment in VET programs may result in additional costs for tuition and materials at TAFE Institutions
- Students are responsible for their own transport to and from TAFE/provider institutions
- As the courses are offered in collaboration with other Catholic, government and private schools, students will often be involved in coeducational classes
- These classes are usually timetabled on a Wednesday afternoon however this can vary dependent on the provider
- All families are required to have a meeting with the Careers and Pathways Coordinator.

The application process occurs in Term 3 of the year prior to the course commencing. Late applications are generally not accepted as the course is likely to be at capacity.

# VCE Higher Education Studies

The Higher Education Studies program provides an opportunity for very able students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their Year 12 program. The program is offered by the University of Melbourne, Deakin, Federation and La Trobe Universities and RMIT. The mode of delivery can differ between subjects.

At this stage, all Higher Education Studies are offered externally from the College. For more information and a list of subjects offered and their locations, students should speak with the Deputy Principal – Learning and Teaching or the Director of Senior Learning. Applications must be lodged by the end of October each year.

# Victorian Certificate of Education: Vocational Major (VCE VM)

The Victorian Certificate of Education Vocational Major is a two-year course within the VCE that will support students to develop academic and practical skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE VM, gives students practical, work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Students who study the VCE VM are likely to be interested in going on to training at Technical and Further Education (TAFE), doing an apprenticeship or getting a job after completing Year 12.

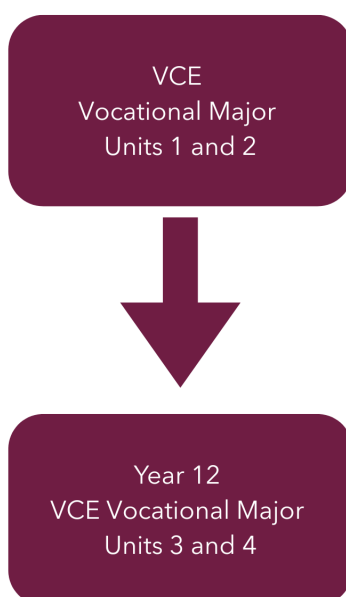
The flexibility of the VCE VM enables students to undertake a study program that suits their interests and learning needs. Units include:

- Literacy
- Numeracy Skills
- Personal Development Skills
- Work Related Skills
- A VET Study
- An unscored VCE subject

Students are awarded the Victorian Certificate of Education at the conclusion of their studies. Like the VCE, students complete units of work and are taught and assessed against outcomes. Depending on circumstances, students can complete VCE units that will contribute to their VCE VM.

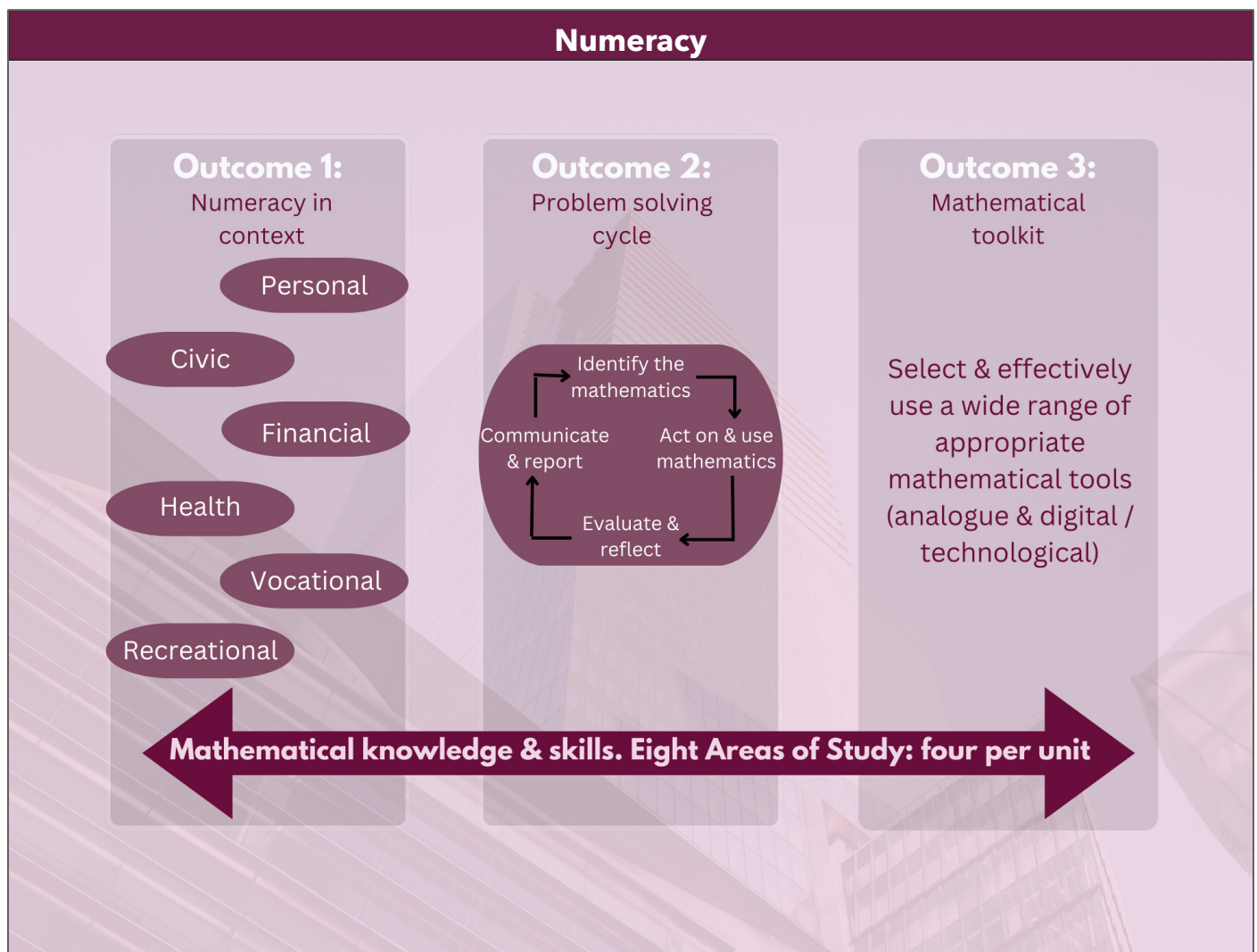
## VCE Vocational Major Pathways

If you are considering going straight into university from school, VCE VM is not the best option for you as students completing VCE VM are not awarded an ATAR. Students can however, complete TAFE qualifications, such as a Diploma or Advanced Diploma, that enable them to transition into a university course in the future.



## VCE VM Units

Literacy	
<b>Unit 1</b> AoS 1: Literacy for personal use AoS 2: Understanding and creating digital texts	<b>Unit 2</b> AoS 1: Understanding issues and voices AoS 2: Responding to opinions
<b>Unit 3</b> AoS 1: Accessing and understanding informational, organisation and procedural texts AoS 2: Creating and responding to organisational, informational and procedural texts	<b>Unit 4</b> AoS 1: Understanding and engaging with literacy for advocacy AoS 2: Speaking to advise or to advocate



## Personal Development Skills

<p><b>Unit 1 - Healthy Individuals</b></p> <p>AoS 1: Personal identity and emotional intelligence</p> <p>AoS 2: Community health and wellbeing</p> <p>AoS 3: Promoting a healthy life</p>	<p><b>Unit 2 - Connecting with the Community</b></p> <p>AoS 1: What is community?</p> <p>AoS 2 Community cohesion</p> <p>AoS 3: Engaging and supporting community</p>
<p><b>Unit 3 Leadership and teamwork</b></p> <p>AoS 1: Social awareness and interpersonal skills</p> <p>AoS 2: Effective leadership</p> <p>AoS 3: effective teamwork</p>	<p><b>Unit 4 - Community project</b></p> <p>AoS 1: Planning a community project</p> <p>AoS 2: Implementing a community project</p> <p>AoS 3: Evaluating a community project</p>

## Work related Skills

<p><b>Unit 1 - Careers and learning for the future</b></p> <p>AoS 1: Future Careers</p> <p>AoS 2: Presentation of career and education goals</p>	<p><b>Unit 2 - Workplace skills and capabilities</b></p> <p>AoS 1: Skills and capabilities for employment and further education</p> <p>AoS 2: Transferable skills and capabilities</p>
<p><b>Unit 3 - Industrial relations, workplace environment and practice</b></p> <p>AoS 1: Workplace wellbeing and personal accountability</p> <p>AoS 2: Workplace responsibilities and tights</p> <p>AoS 3: Communication and collaboration</p>	<p><b>Unit 4 - Portfolio preparation and presentation</b></p> <p>AoS 1: Portfolio development</p> <p>AoS 2: Portfolio presentation</p>

Year 11	Year 12
Unit 1 VCE Texts and Tradition Vocational Education and Training (VET) Pastoral VCE Subject (unscored)	School Based RE Vocational Education and Training (VET) Pastoral VCE Subject (unscored)

### Micro Credentials

Part of the rich and diverse learning opportunities provided by the College, students have the potential to complete a number of certificates. These vary according to student interests and needs but can include:

- First Aid
- Barista Training

### Victorian Pathways Certificate (VPC)

It may be more appropriate for a student to complete the Victorian Pathways Certificate (VPC) . This is an accredited foundation secondary qualification and is aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary program. The VPC curriculum provides learning based on applied learning principles and serves as a practical pathway into further education, employment and training.

The VPC is designed to engage students through applied learning and provide flexibility to meet an individual's learning needs. Students who participate in the VPC can include units from VCE studies, including VCE VM, as well as units of competency from VET certificates. Suitability for this program is determined through discussion with the Deputy Principal of Learning and Teaching, Director of Senior Learning, the student and their family.

## **Glossary**

### **VCE Acronyms and Initialisms**

This page provides definitions of common acronyms and terms used throughout VCE and by Our Lady of Sion College and VCAA:

ATAR – Australian Tertiary Admissions Rank

DES – Derived Examination Score

GAT – General Achievement Test

NA – Not Assessed

SAC – School-assessed Coursework

SAT – School-assessed Task

TAFE – Technical and Further Education

UG – Ungraded

VASS – Victorian Assessment Software System

VCAA – Victorian Curriculum Assessment Authority

VCE – Victorian Certificate of Education

VCE VET – VCAA managed VET programs comprised of VCE VET units

VCE VM – Victorian Certificate of Education Vocational Major

VET – Vocational Education and Training

VPC - Victorian Pathways Certificate

VTAC – Victorian Tertiary Admissions Centre



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