Curriculum Handbook

VCE / VCE-VM

Contents

Introduction

From our Principal - Lila McInerney

At Mercy College, we continue to cultivate a culture that promotes deep and purposeful learning. Guided by the Vision for Instruction from Melbourne Archdiocese Catholic Schools, we believe that "Every student is inspired and enabled to flourish and enrich the world". This vision reflects our commitment to nurturing students who are curious, capable, and confident in their pursuit of knowledge and personal growth.

Dear Parents/Guardians and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centered and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in an interconnected world. They will be responsible citizens ready to act for a just and caring world.

Years 11 and 12 are a time of preparing for the future, and Mercy College provides your child with the support they need to face the world with courage and optimism.

We are committed to offering pathways that allow our students a comprehensive range of curriculum options within the Victorian Certificate of Education (VCE) and the VCE-Vocational Major (VCE-VM). These programs provide students with broad opportunities to engage meaningfully with the Victorian Curriculum and to explore their personal strengths and interests.

In these senior years, students have the flexibility to tailor their studies to suit their individual goals and aspirations. Our emphasis is on ensuring that each student can access subjects that align with their abilities and future ambitions.

This Curriculum Handbook is designed to inform students and families about the requirements and expectations of studying in Years 11 and 12 at Mercy College. It also provides an overview of the wide range of subjects available.

When selecting a program, students are encouraged to carefully consider the requirements for satisfactory completion, assessment procedures, and the subject selection process. Reflecting on personal strengths, interests, and future goals is essential in making informed choices.

Our dedicated team - including Subject Teachers, Wellbeing Teachers, Learning and Wellbeing Leaders, and our experienced Career and Pathways Coordinator - is available to support students and families throughout this important journey. We encourage you to seek their guidance and ask questions about future career and pathway options.

We look forward to working in partnership with you as we prepare our students to realise their potential and achieve their future goals. Mercy College is a place where young people are nurtured, celebrated, and empowered to become the best version of themselves.

I wish each of our students every success in their VCE learning journey.

Lila McInerney
College Principal

Which program is best for me?

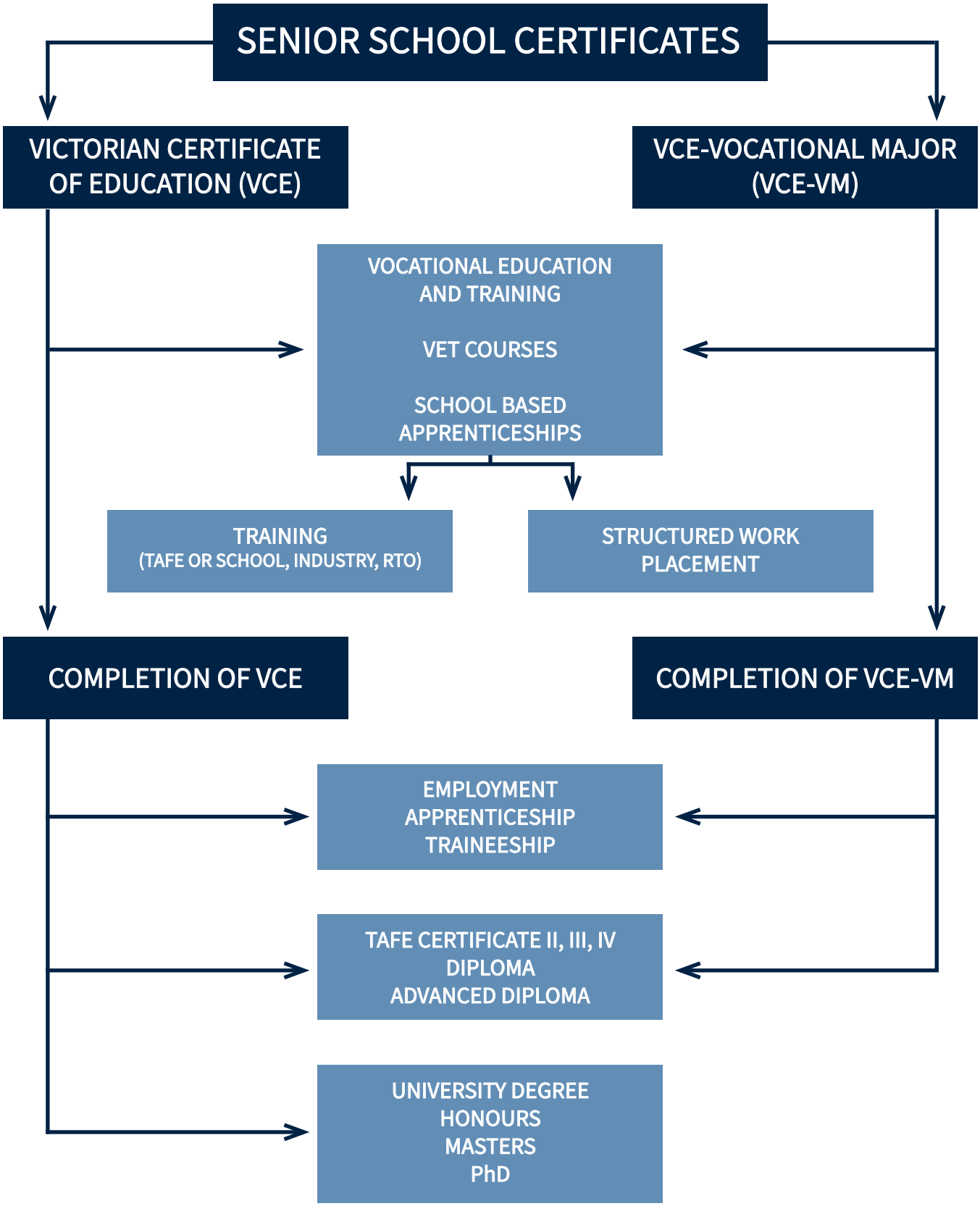
Before choosing a course, students need to carefully think about a number of issues that will affect the studies they choose:

- What subjects am I good at?
- What subjects do I enjoy?
- What are my career interests?
- Do I want or need to do a tertiary course?
- What tertiary course am I interested in?
- What prerequisites do I need to enrol in this course?
- What subjects are done in the first year of this course?
- Would it be best to get some background in these subjects in Years 11 and 12?
- What are the abilities and skills required in the subjects I may choose?
- Do I want to enter the workforce soon?
- What skills do I need? What units does Mercy College offer?
- What are the requirements to complete my VCE/VCE-VM?
- Should I consider a VET course?

Once students have identified career interests and have a realistic idea of abilities, each student needs to make up a program which meets with study requirements. Students choose whether they want to work towards VCE or VCE-VM.

The Victorian Certificate of Education (VCE)	VCE-Vocational Major (VCE-VM)
VCE Units	VCE-Vocational Major Units
Vocational Educational Training (VET) Units	VET school-bases and external
University Extension Studies	Work Placement

Learning Pathways



Unit sequences for Year 11 2026

UNITS	KEY LEARNING AREA
Certificate of Religious Education	Religious Education
Religion and Society	Religious Education
Accounting	Humanities
Art: Making and Exhibiting	Arts and Technology
Biology	Science
Business Management	Humanities
Chemistry	Science
Drama	Arts and Technology
English	English
Environmental Science	Science
Food Studies	Arts and Technology
General Mathematics	Mathematics
Health and Human Development	Health and Physical Education
Languages: Indonesian	Languages
Languages: Italian	Languages
Legal Studies	Humanities
Mathematical Methods	Mathematics
Media	Arts and Technology
Modern History	Humanities
Music	Arts and Techology
Physical Education	Health and Physical Education
Physics	Science
Product Design and Technology	Arts and Technology
Psychology	Science
Specialist Mathematics	Mathematics
Theatre Studies	Arts and Technology
Visual Communication and Design	Arts and Technology

Vocational Education and Training (VET)

VCE/ VCE-VM students can nominate VET in the area of interest. Ability to undertake VET is determined by availability and access (see page 88 for examples)

Unit sequences for Year 11 2026

VCE-VM

- VCE-VM Personal Development Skills (PDS) Units 1 & 2
- VCE-VM Work Related Skills (WRS) Units 1 & 2
- VCE-VM Numeracy Units 1 & 2
- VCE-VM Literacy Units 1 & 2 (done through unscored VCE English Units 1 & 2)

VET COURSES

VCE-VM students must also complete an external VET subject, where they attend the TAFE for a whole day or half day. These are some of the options, but the VCE-VM students' area of interest opens possibilities of further options:

- Children's Services
- Hair and Beauty
- Fitness/Outdoor Recreation
- Hospitality
- Textiles Design and Development

VCE students have the option to complete an external VET subject, where they attend TAFE for a half day. These are some of the options, but the VCE students' area of interest opens possibilities of further options:

- Children's Services
- Fitness/Outdoor Recreation
- Hospitality
- Textiles Design and Development

Unit sequences for Year 12 2026

UNITS	KEY LEARNING AREA
Religion and Society	Religious Education
Spirituality Program	Religious Education
Accounting	Humanities
Art: Making and Exhibiting	Arts
Australian History	Humanities
Biology	Science
Business Management	Humanities
Chemistry	Science
Drama	Arts
English	English
Environmental Science	Science
Food Studies	Technology
General Mathematics	Mathematics
Health and Human Development	Health and Physical Education
Languages: Indonesian	Languages
Languages: Italian	Languages
Legal Studies	Humanities
Mathematical Methods	Mathematics
Media	Arts
Music Repertoire Performance	Arts
Physical Education	Health and Physical Education
Physics	Science
Product Design and Technology	Technology
Psychology	Science
Specialist Mathematics	Mathematics
Visual Communication and Design	Arts

Vocational Education and Training (VET)

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Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is one way for students to complete their senior studies over two years. It provides a pathway to further study at university or TAFE and to the world of work.

At Mercy College, it is compulsory to study English and Religious Education at both Year 11 and Year 12. The usual total of 24 VCE units over two years is then filled with elective subject choices. Mercy College offers the following VCE units, in three broad categories:

Arts / English / Health and Physical Education / Humanities / Languages

Accounting
Art - Making and Exhibiting
Business Management
Drama
English
Health and Human Development
History
Languages: Italian or Indonesian
Legal Studies
Media
Music
Physical Education
Theatre Studies

Maths / Science / Technology

Biology
Chemistry
Environmental Science
Food Studies
General Mathematics
Mathematical Methods
Specialist Mathematics
Physics
Product Design and Technology
Psychology

Choice of RE Units

At Year 11:
Unit 1 Religion and Society

At Year 12:
Unit 3 & 4 Religion and Society
OR
Spirituality Program

Mercy College is a Catholic school, and therefore it is required that all students complete units in Religious Education.

A VCE program at Mercy College is made up of units which are studied for a semester (two terms).

Year 11

- Year 11 students study Units 1 & 2
- Must study Unit 1 Religion and Society
- Must study Unit 1 & 2 English
- May include a Unit 3 and 4 sequence
- May include a VET study

Year 12

- Year 12 students study Units 3 & 4
- Must study Unit 3 & 4 Religion and Society or the Spirituality Program
- Must study Unit 3 & 4 English/EAL
- Students studying the Spirituality Program undertake four other units each semester of Unit 3 (Semester 1) and Unit 4 (Semester 2)
- Students studying Unit 3 & 4 Religion and Society undertake three other units each semester of Unit 3 (Semester 1) and Unit 4 (Semester 2)
- May include a VET study

Assessments and Reporting

Student assessment seeks to promote a positive attitude towards learning and to encourage the pursuit of personal excellence. It gives students advice on what they have done well and suggests strategies for further improvement. As such, assessment practices at Mercy College focus upon the positive aspects of student learning and provide the basis for further learning. Subject teachers, Learning and Wellbeing Leaders and Learning Area Leaders, continually monitor student performance and progress within the classroom.

VCE Assessment - Satisfactory Completion of a Unit

Each unit has a set number of outcomes that must be achieved in order to satisfactorily complete the unit. The required skills and knowledge of each outcome satisfactorily complete the unit.

Unit 1 & 2

School based assessment tasks appear on school reports, but are not part of the official statement of results provided by VCAA. However, these tasks may result in a official statement of results provided by VCAA. However, these tasks may result in a non-satisfactory completion of a unit, which will be reported on the official statement of results.

Unit 3 & 4

- School Assessed Coursework (SACs): set and marked by the school.
- School Assessed Tasks (SATs): set and marked by the school. These do not apply to all subjects.
- End-of-year examinations: externally set and marked.

How are results reported?

If students are taking Units 1 and 2 only, they will receive a Statement of Results through their school. If students are taking Units 3 and 4, the Statement of Results will be mailed to them by the VCAA in December.

The Statement of Results will indicate whether or not the student gained a 'S' (Satisfactory) or 'N' (Not Satisfactory) for every unit they are enrolled in – Units 1, 2, 3 and 4. Student assessments for School-Assessed Coursework, School-Assessed Tasks and the examinations will be reported as a grade from A+ to E or UG (Ungraded, meaning that the score was too low to be assigned a grade). NA (Not Assessed) indicates the Graded Assessment was not undertaken or submitted.

If a student achieves two or more graded assessments and receives 'S' for both Units 3 and 4 in a study, they will receive a study score. The study score is calculated on a scale of 0-50 and is a measure of how well they performed in relation to all others who took the study. For studies with large enrolments (1000 or greater), the following figures show the approximate proportion of students who achieve a Study Score higher than the stated values.

Study Score					
45	40	35	30	25	20
Proportion of sudents above this position (approx)					
2%	9%	26%	53%	78%	93%

For studies with fewer enrolments, the proportions may vary slightly. Study Scores lower than 20 are reported as <20.

What is the GAT?

The General Achievement Test (GAT)is a test of general knowledge and skills in written Communication, Mathematics, Science and Technology, Humanities, The Arts and Social Sciences. Each of these broad areas represent a body of general knowledge and skills that students are likely to have built up through their school years.

Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have developed general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

All students enrolled in one or more VCE or VCE/VET/VCE-VM Unit 3 and 4 sequence must sit the GAT. Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations.

Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates students' expected achievements in each study for each school.

Why the GAT matters

Since no special study is required for the GAT, because it does not come from any particular subject area, and because it does not count directly to any study score, it is easy to dismiss the importance of the test.

It is, however, important to take the GAT seriously, and to do as well as possible in all sections. There are three important reasons why:

1. VCAA ensures that coursework assessments are comparable across the state. GAT scores and exam scores can be used in this 'statistical moderation' process. A low GAT score can mean classwork scores are moderated downwards.
2. The GAT is used to check the assessment of School Assessed Tasks (SATs) in most Arts and Technology subjects. If SAT scores are significantly higher or lower than GAT scores, VCAA will review the school assessments.
3. GAT scores are used in the calculation of Derived Examination Scores (which are developed when a student is affected by illness, accident or personal trauma at exam time).

Attendance

Mercy College has its own study requirements, which are consistent with Victorian Curriculum and Assessment Authority (VCAA) requirements. Attendance requirements are determined by VCAA. If student attendance falls below 80% of scheduled classes, a student will usually not have been exposed to enough classroom teaching for satisfactory completion of a unit of study. Special consideration is given in cases such as serious illness or bereavement.

VCE Graduation Requirements

In order to graduate with their VCE, the VCAA requires that a student must satisfactorily complete a total of no fewer than 16 units. These units must include:

- Three units from the English Group (English/EAL Units 1 to 4) and must include Units 3 and 4.
- Three sequences of Units and 4 studies other than English. These can be other VCE studies and/or VCE/VET programs.

Australian Tertiary Admissions Rank

The VCAA calculates a study score from the three graded assessments in each Unit 3 and 4 study. The maximum score for each study is 50.

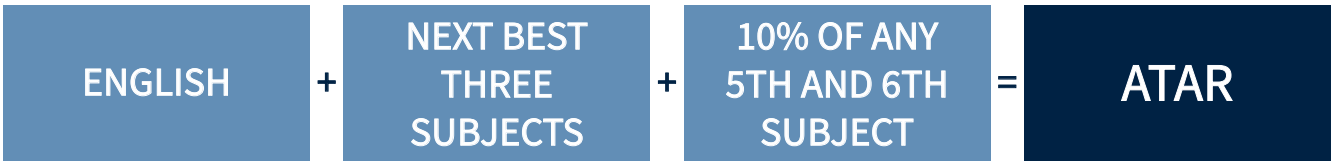
The Victorian Tertiary Admissions Centre (VTAC) uses the study scores to calculate your Australian Tertiary Admission Rank, or ATAR. This rank replaces the ENTER, which was in use in 2009. VCE/VET programs and Extension Studies (VTAC refers to them as Enhancement Studies) can also be used to calculate a student's ATAR.

The ATAR is used as the primary source of selection in almost 50 percent of tertiary courses. The remaining course selection authorities use a range of criteria that may include the ATAR and folio presentations, auditions, interviews etc.

The ATAR is developed by comparing students across all of their studies and involves a statistical treatment (or scaling) of study scores, converting them to ATAR subject scores.

This means that all studies are treated equally, allowing them to be added together to derive an aggregate that is then converted into an ATAR.

For further information about scaling or the ATAR, see the Deputy Principal.

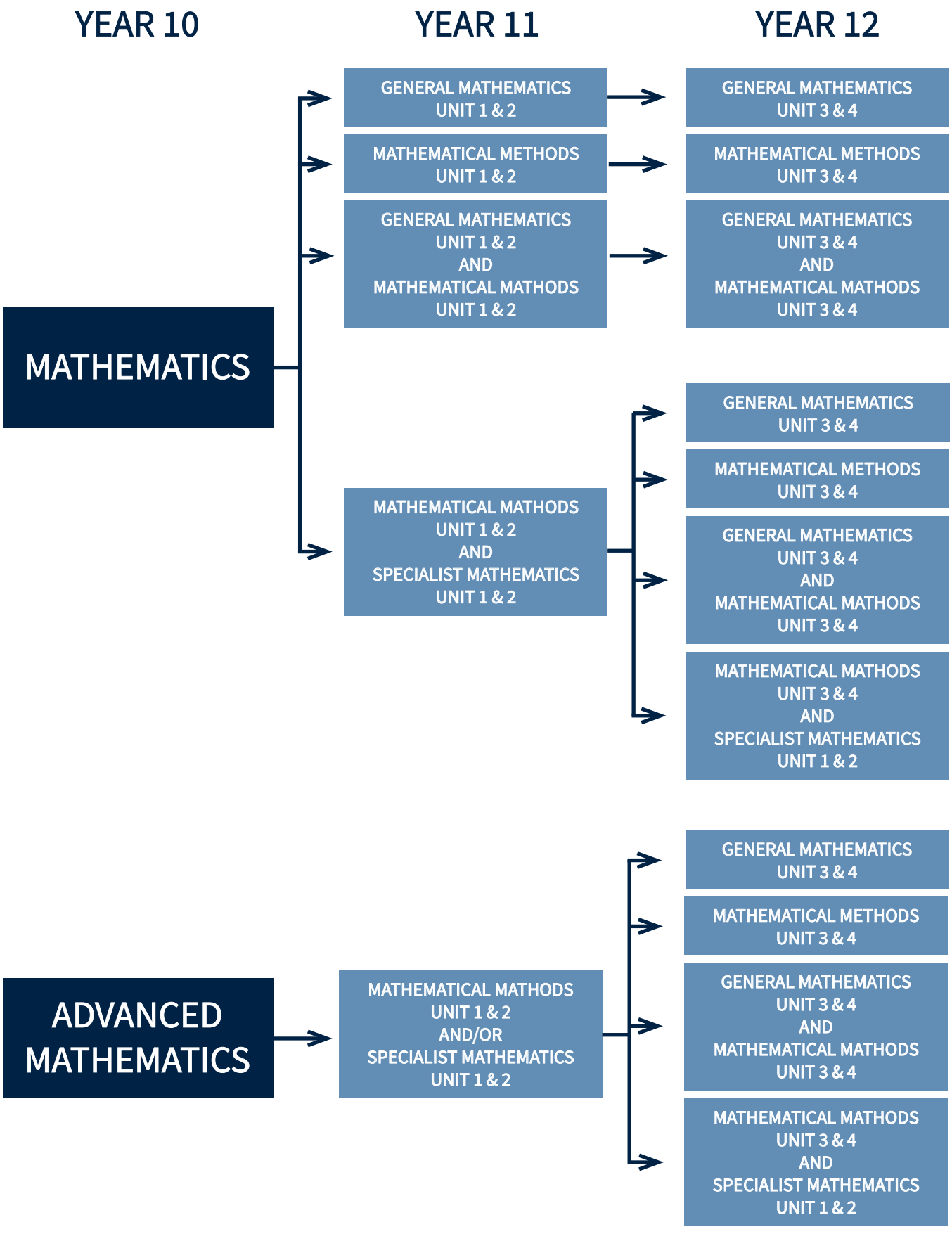


Summary of units offered for 2026

In theory, a number of subjects can be studied at Units 3 and 4, without experience at Units 1 and 2. However, completing Units 1 and 2 may assist students with their understanding of the subject. The following is a list of Unit 1 to 4 sequences offered for VCE 2026.

KEY LEARNING AREA	SUBJECT	UNIT 1 & 2	UNIT 3 & 4
Religious Education	Religion and Society	Yes	Yes
	Spirituality Program	No	Yes
Arts	Art: Making and Exhibiting	Yes	Yes
	Drama	Yes	Yes
	Media	Yes	Yes
	Music Repertoire Performance	Yes	Yes
	Theatre Studies	Yes	No
	Visual Communication and Design	Yes	Yes
English	English	Yes	Yes
	EAL	No	Yes
Health and Physical Education	Health and Human Development	Yes	Yes
	Physical Education	Yes	Yes
Humanities	Accounting	Yes	Yes
	Australian History	No	Yes
	Business Management	Yes	Yes
	Legal Studies	Yes	Yes
Languages	Indonesian	Yes	Yes
	Italian	Yes	Yes
Mathematics	General Mathematics	Yes	Yes
	Mathematical Methods	Yes	Yes
	Specialist Mathematics	Yes	Yes
Science	Biology	Yes	Yes
	Chemistry	Yes	Yes
	Environmental Science	Yes	Yes
	Physics	Yes	Yes
	Psychology	Yes	Yes
Technology	Food Studies	Yes	Yes
	Product Design and Technology	Yes	Yes
VET Certificate	Based on student interest, availabillity and access	Yes	Yes

Which Maths should I do?



VCE Baccalaureate

The VCE (Baccalaureate) has been designed to provide an additional form of recognition for those students who choose to undertake the demands of studying both a higher-level mathematics and a language in their VCE program of study.

The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential. To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- A Unit 3 & 4 sequence in English or Literature with a study score of 30 or above; or a Unit 3 & 4 sequence in EAL with a study score of 33 or above
- A Unit 3 & 4 sequence in either Mathematical Methods and/or Specialist Mathematics
- A Unit 3 & 4 sequence in a VCE Language (more than one VCE Language can be studied)
- At least two other Unit 3 & 4 sequences

Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher-level mathematics and a language, in the final years of schooling.

VCE-Vocational Major

The VCE Vocational Major (VCE-VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE-VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE-VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

At Mercy College, students can satisfy the requirements of the VCE-VM by completing three days per week at the College (which includes undertaking one VET subject) and completing school-initiated experiences such as community service or practical projects.

Students spend one day per week completing their Vocational Education and Training (VET) units of competency, and finally, one day per week meeting outcomes through structured workplace learning and part-time work.

VCE-VM Graduation Requirements

To be awarded the VCE-Vocational Major certificate at the end of 2026/2027, the VCAA eligibility requirements for the VCE - Vocational Major are:

- Satisfactory completion of a minimum of 16 units across the 2 years, including the satisfactory completion of four Unit 3 and 4 sequences.

To be eligible for the award of the VCE-VM certificate students need to satisfactorily complete a minimum of:

- Three VCE-VM Literacy Units (or VCE English unscored) which MUST include a Unit 3 and 4 sequence in Year 12
- Three other unit 3 and 4 sequences in total (in Year 12)
- Two VCE-VM Numeracy Units (or any VCE Maths unscored)
- Two Work Related Skills units
- Two Personal Development Skills
- 180 nominal hours of VET at Certificate II level or above

Assessments and Reporting

- Satisfactory completion of a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- Range of opportunities for students to demonstrate key knowledge and key skills.
- Course design based on areas of study in each unit and students need to demonstrate satisfactory results in each of the learning outcomes in each area of study.
- Students will sit the GAT but will not complete VCE exams.
- Students will not receive Study Scores or an ATAR.
- Students will receive results which note whether their skill level was Very High, High, Medium, Low or Very Low and/or ‘Competent’ or ‘Not Competent’; Satisfactory/Not Satisfactory.
- Assessments will be completed under teacher supervision, with the exception of Structured Workplace Learning.

Vocational Education and Training

VET (Vocational Education and Training) in the VCE/VCE-VM program combines general VCE/VCE-VM studies with vocational training and experience in the workplace.

VET in the VCE/VCE-VM is designed to provide a more vocational approach; to expand opportunities for senior secondary students; to link schools to industry and training providers; to help meet the needs of industry and to prepare young people for the workplace of the future.

Successful completion of a VET subject in the VCE/VCE-VM program provides students with:

- Two qualifications: a Victorian Certificate of Education or Victorian Certificate Education - Vocational Major issued by the Victorian Curriculum and Assessment Authority, and a VET Certificate issued by a Registered Training Organisation (RTO).
- Two Statements of Results issued by the Victorian Curriculum and Assessment Authority, giving details of units completed in the VCE/VCE-VM, and modules/units of competence completed in VET.
- A contribution via a study score or credit towards a VCE student's Australian Tertiary Admission Rank (ATAR), dependent on whether it is a scored/unscored VET subject.
- The ability to move into further vocational education and training courses.
- Workplace experience, including structured workplace training.

Delivery of a program is undertaken by a Registered Training Organisation (RTO); being a TAFE institute, private provider, school or at Mercy College under the auspices of a RTO.

Structured Workplace Learning (SWL) is a requirement of a number of 'VET in the VCE' programs and VCE-VM programs. It allows students to develop an understanding of workplace ethos and to acquire skills and knowledge appropriate to training within an industry setting.

The value of VET

For students...

- Allows them to combine general and vocational studies which, for many, provides a practical learning experience.
- Gives them direct experience of business and industry, which employers' value in selection.

For employers...

- Contributes to the development of entry level skills for industry.
- Provides students with a practical and focused introduction to workplace requirements.
- Enables employers to use the program for slection purposes
- Enables industry to influence educational programs in schools.
- Provides useful training and supervisory experience for existing employees.
- Enables industry to participate in local community networks.

Applying to study a Unit 3 & 4 Sequence in Year 11

Students in Year 11 are able to apply to undertake a Unit 3 and 4 sequence (in one subject) as part of their VCE studies.

Studying a Unit 3 and 4 sequence in Year 11 provides students with an opportunity to maximise their ATAR score potential, by having a greater number of subject scores that can contribute to their VCE score. It can broaden their learning experiences and allow them to be immersed in the academic rigors of Units 3 and 4, whilst in Year 11.

It is expected that all Year 11 students who wish to undertake a Unit 3 and 4 sequence as part of their Year 11 program, will do so in replacement of a Unit 1 and 2 sequence. All Year 11 students are expected to undertake a full program. A full program will consist of two units of English, one unit of RE, plus five other Unit 1 and 2 sequences. Or four other Unit 1 and 2 sequences and one Unit 3 and 4 sequence.

Students wishing to apply to undertake a Unit 3 and 4 sequence at Year 11, must carefully consider their current and past academic strengths and weaknesses. They need to research and investigate the most appropriate subject that could best complement their learning strengths, whilst being aware of the recommended subject background areas for successfully undertaking a Unit 3 and 4 sequence at Year 11. It is expected that students considering making an application to undertake Unit 3 and 4 sequence in Year 11 will fully investigate the subjects that are of greatest interest to them, as well as the specified focus, expectations, learning outcomes and assessment requirements of the subject.

Application Process

The application process to undertake a Unit 3 and 4 sequence or a VCE-VM pathway in Year 11 involves students:

1. Fully completing all components of the appropriate application form (attached to the back of this handbook)
2. Discussing with their Parent/Guardian the application and having their Parent/Guardian endorse their application.
3. Submitting their application by the required date to the Director: Learning and Teaching.
4. Attending an application interview, if requested
5. Completing the online Subject Selection form

Applications are to be submitted to the Director: Learning and Teachingby Friday 8 August 2025.

Want more information?

There are many ways a student can find out more about the units that might interest them:

- Check the VCE Subject/VCE-VM/VET Summaries which are attached.
- Attend the VCE/VCE-VM Parent/Guardian and Student Information Session and Subject Expo.
- Subject Summaries can also be found on the VCAA website
- Lots of other information about VCE, VET and VCE-VM can also be found on the VCAA website
- Talk to Teachers, other Students and Parents/Guardians. Make time to talk with the Careers and Pathways Coordinator or your Learning and Wellbeing Leader
- Read the 'Where To Now?' Guide (for Year 10 students). This is the booklet from the VCAA distributed at school for all students. It explains the VCE, VCE-VM and VET courses. The 2026 Guide is also available online.
- See the Mercy College teachers who specialise in the units of interest.
- Use Parent/Guardian/Student/Teacher Conferences as an opportunity to clarify ideas about choices.
- See the latest copy of the Tertiary Planner, for the year the student intends to go to university, to find out about entry requirements. This is available from the Careers and Pathways Coodinator .

Remember the key people in the subject selection process.
Talk to any of them about subject combinations, specific programs or work and education goals.

Subject Information Unit 1 & 2

Religion and Society

Unit 1 Description:

The role of religion in society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Areas of Study:

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

Outcomes:

1. To be able to discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.
2. To be able to discuss the changing roles of religion and the interrelationship between religion and society over time.
3. To be able to discuss the presence of religion in Australia, past and present.

Accounting

Unit 1 Description:
The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders.

Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Areas of Study:
1. The role of accounting
2. Recording financial data and reporting accounting information for a service business.

Outcomes:
1. Describe the resources required to establish and operate a business.
2. Select and use accounting reports and other information to discuss the success or otherwise of the business.
3. Identify and record financial data, report and explain accounting information for a service business.
4. Suggest and apply appropriate financial and non-financial indicators to measure business performance.

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

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Area of Study:
1. Accounting for, and managing inventory
2. Accounting for, and managing accounts receivable and accounts payable.

Outcomes:
1. Record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
2. Record and report for accounts receivable and accounts payable.
3. Analyse and discuss the effects of relevant decisions, including the influence of ethical considerations on the performance of the business.

Art: Making and Exhibiting

Unit 1 Description:
Explore, Expand and Investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.

Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Areas of Study:
1. Explore - Materials, Techniques and Artforms
2. Expand - Make, Present and Reflect
3. Investigate - Research and Present

Outcomes:
1. Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
2. Make and present at least one finished artwork and document their art making in a Visual Arts journal.
3. Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Unit 2 Description:
Understand, Develop and Resolve

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Area of Study:
1. Understand - Ideas, Artworks and Exhibition
2. Develop - Theme, Aesthetic Qualities and Style
3. Resolve, Ideas, Subject Matter and Style

Outcomes:
1. Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Biology

Biology seeks to understand and explore the nature of life, past and present. In this study, students explore the dynamic relationships between organisms and their interactions with the non-living environment. Students examine old and new research, models and theories, to understand how knowledge in biology has evolved and continues to evolve, in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice.

As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions, and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1 Description:

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.

Areas of Study:

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

Outcomes:

1. Students will be able to explain and compare cellular structure and function, and analyse the cell cycle, cell growth, death and differentiation.
2. Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals; focusing on regulation of water balance in plants; and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.
3. Students adapt or design, and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence generated from primary data.

Unit 2 Description:

How is Continuity of Life Maintained?

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Area of Study:

1. How is inheritance explained?
2. How do inherited adaptations impact diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

Outcomes:

1. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
2. Students analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival

Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. Units 1 to 4 follow the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources. A range of management theories are considered and compared.

Unit 1 Description:
Planning a business

Businesses of all sizes are major contributors to the economic and social well being of a nation. The ability of entrepreneurs to establish a business, and the fostering of conditions under which new business ideas can emerge, are vital for a nation's wellbeing. Taking a business idea, and planning how to make it a reality, are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas, and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Areas of Study:
1. The business idea
2. Internal business environment and planning
3. External business environment and planning

Outcomes:
1. Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. Describe the internal business environment, and analyse how factors from within it may affect business planning.
3. Describe the external environment of a business, and explain how the macro and operating factors within it may affect business planning.

Unit 2 Description:
Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements, as well as decisions about how best to establish a system of financial record keeping, staffing the business, and establishing a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing, and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices, by applying key knowledge to contemporary business case studies from the past four years.

Area of Study:
1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Outcomes:
1. Outline the key legal requirements and financial record-keeping considerations when establishing a business and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. Explain how establishing a customer base and a marketing presence supports the achievement of business objectives; analyse effective marketing and public relations strategies, and apply these strategies to business-related case studies.
3. Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. It underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. By studying VCE Chemistry, students examine old and new research, models and theories to understand how knowledge in Chemistry has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills, and make links between theory, knowledge and practice. As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions, and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1 Description:

How can the diversity of materials be explained?

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.

Areas of Study:

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. How can chemical principles be applied to create a more sustainable future?

Outcomes:

1. Students relate how elements form carbon compounds, metallic lattices and ionic compounds; experimentally investigate and model the properties of different materials; and use chromatography to separate the components of mixtures.
2. Students learn how to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1, including consideration of sustainability concepts

Unit 2 Description:

How do chemical reactions shape the natural world?

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.

Area of Study:

1. How do chemicals interact with water?
2. How are substances in water measured and analysed?
3. How do quantitative scientific investigations develop our understanding of chemical reactions?

Outcomes:

1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. Measure amounts of dissolved substances in water, and analyse water samples for salts, organic compounds and acids and bases.
3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence collected from data.

Drama

Unit 1 Description:
Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

Areas of Study:
1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing and evaluating a professional drama performance

Outcomes:
1. Devise and document solo and/or ensemble drama works based on experiences and/or stories
2. Perform devised works to an audience.
3. Studenta should be able to describe, reflect on and analyse the exploration and development of a devised performance to an audience.
4. Students should be able to analyse and evaluate the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

Unit 2 Description:
Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Area of Study:
1. Using Australia as an inspiration
2. Presenting a devised performance
3. Analysing and evaluating a devised performance
4. Analysing and evaluating an Australian drama performance

Outcomes:
1. Devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices
2. Present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.
3. Reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.
4. Analyse and evaluate a performance by Australian practitioners.

English

Unit 1 Description:

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss the ideas presented by authors through character, setting and plot. 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 also read a number of imaginative and persuasive texts and engage with mentor texts that model effective writing. They use these mentor texts as inspiration for their own writing, crafting several written pieces that showcase a range of text types, purposes, and language choices.

Areas of Study:

1. Reading and exploring texts
2. Crafting texts

Outcomes:

1. Produce a personal response to a selected text.
2. Writing folio containing two pieces of writing

Unit 2 Description:

In this unit, students read a text and analyse the ideas, concerns and tensions that are present within the text. They also explore how context influences character, plot and setting. Students respond to the text analytically, developing their essay writing skills.

Students also read a range of persuasive texts and analyse how authors attempt to persuade readers through arguments, evidence, and language choices. 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.

Area of Study:

1. Reading and exploring texts
2. Exploring argument

Outcomes:

1. Analytical response to a text.
2. Identify and analyse how argument and persuasive language are used in text/s, that attempt to influence an audience.
3. Construct a point of view oral presentation.

Environmental Science

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

Unit 1 Description:

How are earth's dynamic systems How are earth's dynamic systems interconnected to support life?

In this unit, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:

1. How are Earth's systems organised and connected?
2. How do Earth's systems change over time?
3. How do scientific investigations develop understanding of how Earth's systems support life?

Outcomes:

1. Students will describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
2. Students will analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
3. Students will draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

Unit 2 Description:

What affects Earth's capacity to sustain life?

In this unit students consider pollution, as well as food and water security, as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Area of Study:

1. How can we manage pollution to sustain Earth's systems?
2. How can we manage food and water security to sustain Earth's systems?
3. How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Outcomes:

1. Students explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
2. Students compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.
3. Students investigate and explain how science can be applied to address the impacts of natural and human activities, in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

Food Studies

Unit 1 Description:
Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 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.

In Area of Study 2 students focus on Australia. 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.

Areas of Study:
1. Food Around the World
2. Food In Australia

Outcomes:
1. The student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
2. Student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration

Unit 2 Description:
Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

Area of Study:
1. Australia's Food Systems
2. Food in the Home

Outcomes:
1. Student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
2. Student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

General Mathematics

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of General Mathematics Units 3 and 4, and contain assumed knowledge and skills for these units. These units provide for the study of non-calculus and discrete mathematics topics and are designed to provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Unit 1 Areas of Study:

1. Data analysis, probability and statistics
2. Algebra, number and structure
3. Functions, relations and graphs
4. Discrete mathematics

Unit 2 Areas of Study:

1. Data analysis, probability and statistics
2. Discrete mathematics
3. Functions, relations and graphs
4. Space and Measurement

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Health and Human Development

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

Unit 1 Description:
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.

Areas of Study:
1. Concepts of health
2. Youth health and wellbeing
3. Health and nutrition

Outcomes:
1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.
2. Interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.
3. Apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Unit 2 Description:
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.

Area of Study:
1. Developmental transitions
2. Youth health literacy

Outcomes:
1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
2. Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

Languages

There are many benefits to studying a foreign language including:

- providing challenge and enhancement
- strengthening a student's English/first language skills
- providing unique job opportunities and a point of difference on a resume
- the potential to increase the student's ATAR as Unit 3&4 Languages are scaled up

Students are encouraged to continue with the Language they pursued in Year 10 at Mercy College - either Indonesian or Italian.

Students who speak another language at home (other than English), are also encouraged to consider studying this language via the Victorian School of Languages. Unlike Indonesian and Italian though, this would be counted as an additional subject, as it takes place outside of regular school hours.

Indonesian

Unit 1 Description:

Students develop an understanding of the language and culture/s of Indonesian-speaking communities. Students access and share useful information on the topics and subtopics through Indonesian; 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, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian 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.

Unit 2 Description:

Students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian, and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:

1. The individual
2. The Indonesian-speaking communities
3. The world around us

Unit 1 Outcomes:

1. Exchange meaning in a spoken interaction in Indonesian
2. Interpret information from two texts on the same subtopic presented in Indonesian, and respond in writing in Indonesian and in English.
3. Present information, concepts and ideas in writing in Indonesian on the selected subtopic, and for a specific audience and purpose.

Unit 2 Outcomes:

1. Respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian.
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian.
3. Explain information, ideas and concepts orally in Indonesian to a specific audience, about an aspect of culture within communities where Indonesian is spoken.

Italian

Unit 1 Description:
Students develop an understanding of the language and culture/s of Italian-speaking communities. 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, films, 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.

Unit 2 Description:
Students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian, and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:
1. The individual
2. The Italian-speaking communities
3. The world around us

Unit 1 Outcomes:
1. Exchange meaning in a spoken interaction in Italian.
2. Interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English.
3. Present information, concepts and ideas in writing in Italian on the selected subtopic, and for a specific audience and purpose

Unit 2 Outcomes:
1. Respond in writing in Italian to spoken, written or visual texts presented in Italian.
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
3. Explain information, ideas and concepts orally in Italian to a specific audience, about an aspect of culture within communities where Italian is spoken.

Legal Studies

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, key legal institutions, rights protection in Australia and the justice system.

Unit 1 Description:

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

Areas of Study:

1. Legal foundations
2. Proving guilt
3. Sanctions

Outcomes:

1. Describe the main sources and types of law and evaluate the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law.
3. Use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
4. Be able to explain the key concepts in the determination of a criminal case.
5. Discuss the principles of justice in relation to experiences of the criminal justice system.
6. Discuss the ability of sanctions to achieve their purposes.

Unit 2 Description:

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

Area of Study:

1. Civil liability
2. Remedies
3. Human rights

Outcomes:

1. Explain the purposes and key concepts of civil law
2. Apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
3. Explain the key concepts in the resolution of a civil dispute.
4. Discuss the principles of justice in relation to experiences of the civil justice system.
5. Disucss the ability of remedies to achieve their purposes.
6. Explain one contemporary human rights issue in Australia.
7. Evaluate the ways in which rights are protected in Australia.

Mathematical Methods

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

Unit 1 Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Unit 2 Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and ended aspects requiring investigative, modelling or problem-solving techniques or approaches and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Media

Unit 1 Description:
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.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. 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 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.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Areas of Study:
1. Media Representations
2. Media Forms in Production
3. Australian Stories

Outcomes:
1. Student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
2. Student should be able to use the media prodution process to design, produce and evaluate media representations for specified audiences in a range of media form.
3. Student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2 Description:
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, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; 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.

Area of Study:
1. Narrative, Style and Genre
2. Narratives in production
3. Media and Change

Outcomes:
1. Student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
2. Student should be able to apply the media production process to create, develop and construct narratives.
3. The student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Modern History

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence, and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light. VCE History enables students to explore a variety of eras and periods, events, people, places and ideas.

Unit 1 Description:
Change and Conflict

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

Areas of Study:
1. Ideology and Conflict
2. Social and Cultural Change

Outcomes:
1. On completion of this unit, the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.
2. On completion of this unit, the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2 Description:
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.

Area of Study:
1. Causes, course and consequences of the Cold War
2. Challenge and Change

Outcomes:
1. On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.
2. On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Music

Unit 1 Description:
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. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Areas of Study:
1. Performing
2. Creating
3. Analysing and responding

Outcomes:
1. Student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.
2. The student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
3. Students should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Unit 2 Description:
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. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Area of Study:
1. Performing
2. Creating
3. Analysing and responding

Outcomes:
1. Student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
2. Students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
3. The student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Physical Education

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Unit 1 Description:

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.

Areas of Study:

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

Outcomes:

1. Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.
2. Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

Unit 2 Description:

Physical activity, sport, exercise 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.

Area of Study:

1. How do Physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

Outcomes:

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
2. Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

Physics

Physics seeks to understand and explain the physical world. By studying VCE Physics, students are provided with opportunities to explore questions related to the natural and constructed world. They examine new and old research, models and theories to understand how knowledge in Physics has evolved, and continues to evolve in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice. As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions, and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1 Description:

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.

Areas of Study:

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

Outcomes:

1. On completion of this unit, the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. On completion of this unit, the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. On completion of this unit, the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2 Description:

How does physics help us to understand the world?

In this unit, students explore the power of experiments in developing models and theories. By making direct observations of physics events, they examine the ways in which events that may not be directly observable can be explored through indirect observations. Students also investigate the ways in which forces are involved both in moving objects, and in keeping objects stationary. A detailed investigation based on an observation of the physical world will be undertaken during this unit.

Area of Study:

1. How is motion understood?
2. Options
3. How do physicists investigate questions?

Outcomes:

1. On completion of this unit, student should be able to investigate, analyse, mathematically model and apply force, energy and motion.
2. Investigate, explain and model ideas associated with one detailed study from options including astrophysics, biomechanics, power generation, aviation, radiation, nuclear power and music.
3. Design and undertake an investigation of a physics question, using scientific inquiry skills.

Product Design and Technology

Unit 1 Description:
Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Areas of Study:
1. Developing and Conceptualising Designs
2. Generating, Designing and Producing

Outcomes:
1. Student should be able to apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.
2. Student should be able to work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.

Unit 2 Description:
Positive Impacts for End Users

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

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

Area of Study:
1. Opportunities for Positive Impacts for End Users
2. Designing for Positive Impacts for End Users
3. Cultural Influences on Design

Outcomes:
1. Student should be able to investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.
2. Student should be able to design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
3. Student should be able to research and discuss how designers and end users are influenced by culture.

Psychology

VCE Psychology involves the scientific study of human behaviour. It aims to understand how people think, feel and behave by considering biological, psychological and social factors. The study explores the connection between the brain and behaviour by focusing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice. As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1 Description:

How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. Students investigate the structure and function of the human brain and the role it plays in the overall functioning of the human nervous system. They explore brain plasticity and the influence brain damage may have on a person's psychological functioning. Students consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Areas of Study:

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

Outcomes:

1. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
2. Analyse the role of the brain in mental processes and behaviour, and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
3. Investigate and communicate a response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2 Description:

How do internal and external factors influence behaviour and mental processes?

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. They 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 an individual and groups.

Area of Study:

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

Outcomes:

1. Identify factors that influence individuals to behave in ways, and analyse ways in which others can to behave differently.
2. Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Specialist Mathematics

Specialist Mathematics Units 1 and 2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. These units incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4. These units are designed to provide background for advanced studies in mathematics and other STEM fields.

Unit 1 Areas of Study:

1. Algebra, number and structure
2. Discrete mathematics

Unit 2 Areas of Study:

1. Data analysis, probability and statistics
2. Space and measurement
3. Algebra, number and structure
4. Functions, relations and graphs

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Theatre Studies

Unit 1 Description:
History of theatre styles and conventions pre-1945

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production.

Areas of Study:
1. Exploring theatre styles and conventions pre-1945
2. Interpreting scripts
3. Analysing a theatre production in performance

Outcomes:
4. Identify and describe distinguishing features of two or more theatre styles from pre-1945 and scripts associated with the selected styles.
5. Work effectively in production roles to interpret scripts from two or more pre-1945 theatre styles
6. Analyse a live professional performance.

Unit 2 Description:
Contemporary theatre styles and movements

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play.

Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Area of Study:
1. Exploring contemporary theatre styles and/or movements
2. Interpreting scripts
3. Analysing and evaluating a theatre production

Outcomes:
1. Identify and describe the distinguishing features of distinct theatre styles and/or the characteristics of a theatre movement(s) through scripts written from 1945 to the present day.
2. Work in production roles to interpret scripts from theatre styles or movements from 1945 to the present day.
3. Analyse and evaluate a theatre production.

Visual Communication and Design

Unit 1 Description:
Finding, Reframing and Resolving Design Problems

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

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 volved conceptions of good design across specialist fields.

Areas of Study:
1. Reframing Design Problem
2. Solving Communication Design Problems
3. Design's Influence and Influences on Design

Outcomes:
1. Student should be able to use human-centred research methods to reframe a design problem and identify a communication need.
2. The student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Student should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2 Description:
Design Contexts and Connections

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

Area of Study:
1. Design, place and time
2. Cultural Ownership and Design
3. Designing Interactive Experiences

Outcomes:
4. Student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.
5. Student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
6. Student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

Undertaking a Unit 3 & 4 Study

Purpose of acceleration

- To provide experience in undertaking a Unit 3 & 4 VCE study
- To provide challenge and enhancement
- To provide six subjects to contribute towards the ATAR

Criteria

Students who wish to study a VCE Unit 3 & 4 study in Year 11 should demonstrate:

- An excellent record of achievement in their Year 10 studies, including performance in examinations and coursework
- Punctual submission of work
- Excellent attendance
- High-level work habits, as per Semester 1 learner Expectation Reports
- Academic aptitude, especially in English, as per Semester 1 Report

Eligibility

A student who is not achieving very high results in Year 10 will, at the school's discretion, be ineligible to study a Unit 3 & 4 subject in Year 11.

Steps in the Application Process

1. Carefully read the section on Accelerated VCE Subjects (Undertaking a Unit 3 & 4 Study) in the VCE Curriculum Handbook.
    - Accounting (page xx)
    - Biology (page xx)
    - Business Management (page xx)
    - Health and Human Development (oage xx)
2. Complete the Application Form. Copies are available on SIMON from the Deputy Principal, Mr Ambrozy and your Learning and Wellbeing Leader.
3. Using a display folder, insert the following:
    - Application Form
    - Semester 1 Report
    - Planning Your Year 11 Subjects selection form
    - Parent/Guardian's letter, outlining how undertaking a Unit 3 & 4 study will enhance your learning
    - Any other information that may assist the panel in considering your application
4. Ensure that you and your parents/guardians have signed where indicated.
5. Label the front and the spine of your display folder with your name and homeroom.
6. Submit the application by Friday 9 August 2024 in the box outside Deputy Principal, Mr Ambrozy's office.
7. Be prepared to discuss your application with the VCE Learning and Wellbeing Leader and the Deputy Principal.

Subject Information Unit 3 & 4

Religion and Society

Students in Year 12 can select VCE Units 3 and 4 Religion and Society as one of their Unit 3 and 4 sequences. All Year 12 students also complete a year long Spirituality Program which comprises of their Year 12 Retreat and three Spirituality Days throughout the year.

Unit 3 Description:
The search for meaning

In this unit, students study the purposes of religion generally, and then consider thereligious beliefs developed by one or more than one religious tradition or denomination, in response to the big questions of life. Students study how particular beliefs within one or more religious traditions or denominations may be expressed through the other aspects of religionand explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Religious tradition/s or denomination/s are to be selected from one or more of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism.

Areas of Study:
1. Responding to the search for meaning
2. Expressing meaning
3. Significant life experience, religious beliefs and faith

Outcomes:
1. To be able to discuss and analyse the nature and purpose of religion, and religious beliefs.
2. To be able to examine how beliefs and their expression in other aspects of religion, are intended to respond to the search for meaning.
3. To be able to discuss and analyse the interplay between religious beliefs, and their expression through related aspects and significant life experience.

Unit 4 Description:
Religion, challenge and texts

In this unit students explore challenges for religious traditions generally over time, and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

Areas of Study:
1. Challenge and response
2. Interaction of religion and society

Outcomes:
1. To be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.
2. To be able to discuss the interactions within a religious tradition or denomination, and between a religious tradition or denomination and wider society in relation to a significant challenge and examine the effects of these interactions.

Year 12 Spirituality Program

Unit 1 Description:

The Year 12 Spirituality Program involves students engaging with internal and external presenters and working collaboratively as a cohort to explore their faith. Reflecting on the theme of Leaving Your Legacy, students are challenged to consider their own place in the world, their values and beliefs, and how these will shape their actions in wider society as Mercy graduates.

The program has three key compulsory elements:

1. Attendance and engagement in our Year 12 Retreat: a three day, two night retreat during Activities Week in Term Two
2. Attendance and engagement in our Year 12 Spirituality Days
3. Completion of their Student Reflection Journal (Spirituality Program Booklet)

The Spirituality Program is an integral part of Religious Education for all Year 12 students and these days are recognised as completion of the Year 12 Religious Education curriculum at Mercy College.

Aims:

1. To foster a sense of spirituality in dedicated time that is set aside for prayer, liturgy, reflection and discussion.
2. To increase awareness of the world and what it means to be a young 'Mercy' person.
3. To reinforce their Catholic faith in the Mercy tradition.
4. To culminate their faith journey at the College in a positive and engaging environment.
5. To gain an understanding that it is possible to overcome obstacles and challenges in life.
6. To gain knowledge of 'tools' to help on the journey of life.
7. To reflect on the legacy they would like to leave behind as a Mercy graduate.

English

Unit 3 Description:
In this unit, students critically engage with a text, considering its dynamics and complexities.

They also engage imaginatively with mentor texts as inspiration for their own creative writing.

Areas of Study:
1. Reading and responding to texts
2. Creating texts

Outcomes:
1. On completion of this unit, the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structure and language features and how they make meaning.
2. On completion of this unit, the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 Description:
In this unit, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

Areas of Study:
1. Reading and responding to texts
2. Analysing argument

Outcomes:
1. On completion of this unit, the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning
2. On completion of this unit, the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

English as an additional language

Unit 3 Description:

In this unit, students critically engage with a text, considering its dynamics and complexities.

They will be provided with a contextual framing of the text though a listening task which explores the historical, cultural and/or social values of the text.

They also engage imaginatively with mentor texts as inspiration for their own creative writing

Areas of Study:

1. Reading and responding to texts
2. Crafting texts

Outcomes:

3. On completion of this unit, the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning
4. On completion of this unit, the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Unit 4 Description:

In this unit, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

Areas of Study:

1. Reading and responding to texts
2. Analysing argument

Outcomes:

1. On completion of this unit, the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meanings
2. On completion of this unit, the student should be able to analyse the use of argument and language in persuasive texts, including one written text and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

Accounting

Unit 3 Description:
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.

Areas of Study:
1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

Outcomes:
3. Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
4. Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor, and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Areas of Study:
1. Extension of recording and reporting
2. Budgeting and decision-making

Outcomes:
3. Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
4. On completion of this unit, the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

Art: Making and Exhibiting

Unit 3 Description:
Collect, Extend and Connect

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

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

Areas of Study:
1. Collect - Inspirations, influences and images
2. Extend - Make, Critique and Reflect
3. Connect - Curate, Design and Propose

Outcomes:
1. Student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
2. Student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
3. Students should be able to research and plan an exhibition of the artworks of three artists

Unit 4 Description:
Consolidate, Present and Conserve

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

Areas of Study:
1. Consolidate - Refine and Resolve
2. Present - Plan and Critique
3. Conserve - Present and Care

Outcomes:
1. Student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
2. Student should be able to plan and display at least one finished artwork in a specific art form, and present a critique.
3. Student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

Percentage contributions to study score:

Unit 3 & 4 School Assessed Coursework	10%
Unit 3 & 4 School Assessed Task (Folio)	60%
End of Year Examination	30%

Australian History

Unit 3 Description:
Power and Resistance

Students investigate the ways in which the colonisation of Australia began as a complex story of the exercise of power and resistance to authority. Resistance also emerged among the settler communities and their descendants who challenged governing structures, sought democratic rights, land reforms, and social, political and economic rights and reforms.

Students investigate how Australian democracy and society were challenged in the post-colonial world that emerged after 1945, and the extent to which these challenges were influenced by perspectives of, and events in, other nations. The end of World War Two saw increased challenges from Aboriginal and Torres Strait Islander peoples claiming citizenship and land rights, struggles for improved workers' rights and conditions, the push for women's equality and demands for LGBTIQA+ rights. Over this time there was increasing awareness and acceptance of social movements, and protests as a feature of Australian democracy.

Areas of Study:
1. Foundations - Power and Resistance (1788–1913)
2. Transformations - Power and Resistance (1957 - 1998)

Outcomes:
1. On completion of this unit, the student should be able to analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.
2. On completion of this unit, the student should be able to analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.

Unit 4 Description:
War and Upheaval

Students investigate the debates and perspectives about Australia's participation in World War One and World War Two. Students analyse the ways in which social, political and economic cohesion of the nation was influenced by the impacts of these conflicts, including different perspectives about participation in war and conflict, enlistment and conscription and the ways that different groups experienced the war.

Students investigate Australia's involvement and reasons for participation in post-World War Two conflicts and the subsequent debates arising from these conflicts. Students consider the impacts of these conflicts on groups in Australian society, and the differing ways in which Australians responded.

Areas of Study:
1. Foundations - War and Upheaval (1909–1950)
2. Transformations - War and Upheaval (1950–1992)

Outcomes:
1. On completion of this unit the student should be able to analyse the foundations of continuity and change in Australia, and evaluate the contribution of significant events, ideas, perspectives and experiences to continuity and change.
2. On completion of this unit the student should be able to analyse the changes in Australian society, and evaluate the extent to which continuity and change occurred.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

Biology

Biology seeks to understand and explore the nature of life, past and present. In this study, students explore the dynamic relationships between organisms and their interactions with the non-living environment. Students examine old and new research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice. As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 3 Description:

How do cells maintain life?

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

Areas of Study:

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

Outcomes:

1. Students analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. Students analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4 Description:

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.

Areas of Study:

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

Outcomes:

4. Students analyse the immune response to specific antigens, compare the different ways that immunity may be acquired, and evaluate challenges and strategies in the treatment of disease.
5. Students analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
6. Students design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End of Year Examination	50%

Business Management

Unit 3 Description:
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.

Areas of Study:
1. Business foundations
2. Human resource management
3. Operations management

Outcomes:
1. Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts; and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 Description:
Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study:
1. Reviewing performance – the need for change
2. Implementing change

Outcomes:
1. Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
2. Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

Chemistry

Unit 3 Description:
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.

Areas of Study:
1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?

Outcomes:
1. Apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
2. Analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4 Description:
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.

Areas of Study:
1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. Practical investigation

Outcomes:
1. Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
2. Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function and experimentally analyse how some natural medicines can be extracted and purified.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End of Year Examination	50%

Drama

Unit 3 Description:
Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Areas of Study:
1. Devising and presenting ensemble performance
2. Analysing and evaluating a devised performance
3. Analysing and evaluating a professional drama performance

Outcomes:
1. Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
2. Describe, analyse and evaluate the use of processes, play-making techniques and skills to create, develop, and present a devised ensemble performance.
3. Analyse and evaluate a professional drama performance from the prescribed VCE Drama Playlist.

Unit 4 Description:
Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

Areas of Study:
1. Demonstrating techniques of solo performance-making
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

Outcomes:
1. Demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.
2. Create, develop and perform a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Percentage contributions to study score:

Unit 3 & 4 School Assessed Coursework	40%
Performance Examination	35%
End of Year Examination	25%

Environmental Science

Unit 3 Description:
How can biodiversity and development be sustained?

In this unit, students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things, by examining the concept of biodiversity and the ecosystem services important for human health and wellbeing. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies, to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Areas of Study:
1. Why is maintaining biodiversity worth a sustained effort?
2. When is development sustainable?

Outcomes:
1. Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
2. Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End of Year Examination	50%

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

In this unit, students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources, in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making, and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Areas of Study:
1. How can we respond to climate change?
2. What are the different options for energy sources by human societies?
3. How is scientific inquiry used to investigate contemporary environmental challenges?

Outcomes:
1. Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.
2. Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.
3. Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Food Studies

Unit 3 Description:
Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. 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.

Areas of Study:
1. The Science of Food
2. Food Choices, Health and Wellbeing

Outcomes:
1. Student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
2. Student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	30%
End of Year Examination	40%

Unit 4 Description:
Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Areas of Study:
1. Navigating Food information
2. Environment and ethics

Outcomes:
1. Student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
2. Student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

General Mathematics

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

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Areas of Study:

1. Data analysis, probability and statistics
2. Discrete mathematics

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply arange of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	24%
Unit 4 School Assessed Coursework	16%
End of Year Examination 1: Multiple Choice	30%
End of Year Examination 1: Extended Answer	30%

Health and Human Development

Unit 3 Description:
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.

Areas of Study:
1. Understanding health and wellbeing
2. Promoting health in Australia

Outcomes:
1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status.
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

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

In this unit, students examine health and human 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.

Areas of Study:
1. Global health and human development
2. Health and the Sustainable Development Goals

Outcomes:
1. Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.
2. Analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination	50%

Languages: Italian

Unit 3 Description:

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

Unit 4 Description:

Students investigate aspects of culture. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other, and function in the world.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3 Outcomes:

1. Participate in a spoken exchange in Italian to resolve a personal issue.
2. Interpret information from texts and write responses in Italian.
3. Express ideas in a personal, informative or imaginative piece of writing in Italian.

Unit 4 Outcomes:

1. Share information, ideas and opinions in a spoken exchange in Italian.
2. Analyse information from written, spoken and viewed texts for use in a written response in Italian.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination: Oral Component	12.5%
End of Year Examination: Written Component	37.5%

Languages: Indonesian

Unit 3 Description:

Students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4 Description:

students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

Students identify and reflect on cultural products or practices that provide insights into Indonesian speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3 Outcomes:

1. Participate in a spoken exchange in Indonesian to resolve a personal issue.
2. Interpret information from texts and write responses in Indonesian
3. Express ideas in a personal, informative or imaginative piece of writing in Indonesian.

Unit 4 Outcomes:

1. Share information, ideas and opinions in a spoken exchange in Indonesian.
2. Analyse information from written, spoken and viewed texts for use in a written response in Indonesian.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End of Year Examination: Oral Component	12.5%
End of Year Examination: Written Component	37.5%

Legal Studies

Unit 3 Description:
Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.

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

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:
1. The Victorian criminal justice system
2. The Victorian civil justice system

Outcomes:
1. Explain the key principles in the criminal justice system.
2. Discuss the ability of sanctions to achieve their purposes.
3. Evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
4. Explain the key principles in the civil justice system.
5. Discuss the ability of remedies to achieve their purposes.
6. Evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4 Description:
The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws.

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:
1. The people and the law makers
2. The people and reform

Outcomes:
1. Discuss the ability of parliament and courts to make law
2. Evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
3. Explain the reasons for law reform and constitutional reform.
4. Discuss the ability of individuals to change the Australian Constitution and influence a change in the law.
5. Evaluate the ability of the law reform bodies to influence a change in the law.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	20%
End of Year Examination	50%

Mathematical Methods

Mathematical Methods Units 3 and 4 extends the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical \Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Areas of Study:

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	20%
End of Year Examination 1: Technology free, short and extended answer	20%
End of Year Examination 1: Technology assumed, multiple chouse and extended answer	40%

Media

Unit 3 Description:

Media Narrative, Contexts and Pre-Production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Areas of Study:

1. Narratives and their Context
2. Research, Development and experimentation
3. Pre Production Planning

Outcomes:

1. The student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
2. Student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
3. Student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4 Description:

Media Production; Agency and Control in and of the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

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

Areas of Study:

1. Media Production
2. Agency and Control in the Media

Outcomes:

1. The student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.
2. The student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Percentage contributions to study score:

Unit 3 & 4 School Assessed Coursework	20%
Unit 3 & 4 School Assessed Task	40%
End of Year Examination	40%

Music Repertoire Performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3 Description:

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

Areas of Study:

1. Performing
2. Analysing for Performance
3. Responding

Outcomes:

1. Students should be able to explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work
2. Students should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
3. Students should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4 Description:

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 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.

Areas of Study:

1. Performing
2. Analysing for Performance
3. Responding

Outcomes:

1. Students should be able to perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.
2. Students should be able to demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
3. Students should be able to discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	10%
Unit 4 Performance Examination	50%
End of Year Aural and Written Examination	20%

Psychology

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

The nervous system influences behaviour and the way people experience the world. Students explore how stress may affect a person's psychological functioning, and consider the causes and management of stress. They investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory, and how memory can be improved.

Areas of Study:
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Outcomes:
1. Explain how the structure and function of the human nervous system enables a person to interact with the external world, and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4 Description:
How is wellbeing supported and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness, and how changes in levels of consciousness can affect mental processes and behaviour. Students consider the role of sleep, and the impact that sleep disturbances may have on a person's functioning. They explore the concept of a mental health continuum, and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Areas of Study:
1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

Outcomes:
1. Analyse the demand for sleep, and evaluate the effects of sleep disruption on a person's psychological functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. To design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End of Year Examination	50%

Physical Education

Unit 3 Description:
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.

Areas of Study:
1. How are movement skills improved?
2. How does the body produce energy?

Outcomes:
1. Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

Unit 4 Description:
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, 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.

Areas of Study:
1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences.

Outcomes:
1. Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
2. Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.
3. Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End of Year Examination	50%

Physics

Unit 3 Description:
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.

Areas of Study:
1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Outcomes:
1. Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
2. Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. Analyse and evaluate an electricity generation and distribution system.

Unit 4 Description:
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.

Areas of Study:
1. How has understanding about the physical world changed?
2. How is scientific inquiry used to investigate fields, motion or light?

Outcomes:
1. Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	20%
End of Year Examination	50%

VCE/VCE-VM 2026

Product Design and Technology

Unit 3 Description:

Ethical Product Design and Development

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

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

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

Areas of Study:

1. Influences on Design, Development and production of products
2. Investigating opportunities for ethical design and production
3. Developing a final proof of concept for Ethical Production

Outcomes:

1. Student should be able to critique examples of ethical product design and innovation within industrial settings.
2. Student should be able to investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.
3. The student should be able to evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

Unit 4 Description:

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

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

Areas of Study:

1. Managing Production for Ethical Designs
2. Evaluation and speculative Design

Outcomes:

1. Student should be able to implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.
2. Student should be able to synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

Percentage contributions to study score:

Unit 3 & 4 School Assessed Coursework	20%
Unit 3 & 4 School Assessed Task	50%
End of Year Examination	30%

Specialist Mathematics

Specialist Mathematics Units 3 and 4 consists of the areas of study: 'Algebra, number and structures', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof, and applications across a range of modelling contexts, with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills, with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Areas of Study:

1. Discrete mathematics
2. Functions, relations and graphs
3. Algebra, number and structure
4. Calculus
5. Space and measurement
6. Data analysis, probability and statistics

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations of technology requiring investigative, modelling or problem-solving techniques or approaches.

Percentage contributions to study score:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	20%
End of Year Examination 1: Technology free, short and extended answer	20%
End of Year Examination 1: Technology assumed, multiple chouse and extended answer	40%

VCE/VCE-VM 2026

Visual Cmmunication and Design

Unit 3 Description:

Visual Communication in Design Practice

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

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

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 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

Areas of Study:

1. Professional Design Practice
2. Design Analysis
3. Design Process: Defining problems and developing ideas

Outcomes:

4. Students should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
5. Students should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
6. Students should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4 Description:

Delivering Design Solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. 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.

Areas of Study:

1. Design process: Refining and resolving design concepts
2. Presenting Design Solutions

Outcomes:

1. Students should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.
2. Students should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Percentage contributions to study score:

Unit 3 & 4 School Assessed Coursework	20%
Unit 3 & 4 School Assessed Task	50%
End of Year Examination	30%

Applied Learning in the VCE-VM Certificate

Applied learning is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning.

Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. Real-life application often requires a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve problems, implement projects or participate in the workforce.

VCE-Vocational Major Numeracy, Work Related Skills and Personal Development Skills are all based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through authentic learning experiences. Applied learning incorporates elements of hands-on learning but this is not the sole focus of the VCE-Vocational Major program.

This study design acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult.

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will be able to apply what they have learnt by doing, experiencing and relating acquired skills to the real world, where they will be better prepared to actively engage with the wider community. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom, and makes that connection as immediate and transparent as possible.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

PLEASE NOTE: At Mercy College, all VCE-VM students meet their Literacy Units through VCE English Units 1 to 4 (unscored).

VCE-VM Subject Information

Structured Workplace Learning

Structured Workplace Learning (SWL) is an integral part of the Victorian Certificate of Education – Vocational Major (VCE-VM) program at Mercy College. SWL involves students spending time in a real workplace environment, gaining hands-on experience and practical skills relevant to their field of study.

At Mercy College, students will participate in SWL once a fortnight, allowing them to apply classroom knowledge in a professional setting. This practical exposure not only enhances their understanding of theoretical concepts but also builds valuable work habits, interpersonal skills, and industry connections.

By integrating SWL into the VCE-VM curriculum, students can better grasp the practical applications of their studies, preparing them for future employment and further education. This approach ensures a well-rounded educational experience that combines academic learning with practical, real-world experience.

Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Unit 1 & 2

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified by the VCAA for each unit. Assessment will include a range of learning tasks where students will be given the opportunity to apply and demonstrate the specified knowledge and skills as required by the VCAA.

Unit 3 & 4

Assessment:

All assessment tools for Units 3 and 4 are school-based. The award of satisfactorycompletion for a unit is based on whether the student has demonstrated the set of outcomes specified by the V CAA for eac h unit.

Portfolio Assessment:

Students will be required to develop a portfolio and provide evidence of their research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.

Students will be required to present their portfolio to a target industry or target audience panel. Students will be required to evaluate their portfolio based upon their intended purpose, characteristics and audience after receiving feedback from the target industry or audience panel.

Work Related Skills 1 & 2

Unit 1 Description:
Careers an learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1:
Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2:
Presentation of career and education goalsIn this area of study, students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Unit 2 Description:
Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment, is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1:
Skills and capabilities for employment and further education

In this area of study, students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries, and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Area of Study 2:
Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities, through writing job applications and participating in mock interviews.

Work Related Skills 3 & 4

Unit 3 Description:
Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1:
Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2:
Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and \workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Area of Study 3:
Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and comm unication.

Unit 4 Description:
Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment, is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and inter view preparation.

Area of Study 1:
Skills and capabilities for employment and further education

In this area of study, students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries, and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities thr ough ar tefacts and evidence.

Area of Study 2:
Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their uniqueskills and capabilities , through writing job applications and par ticipating in mock inter views.

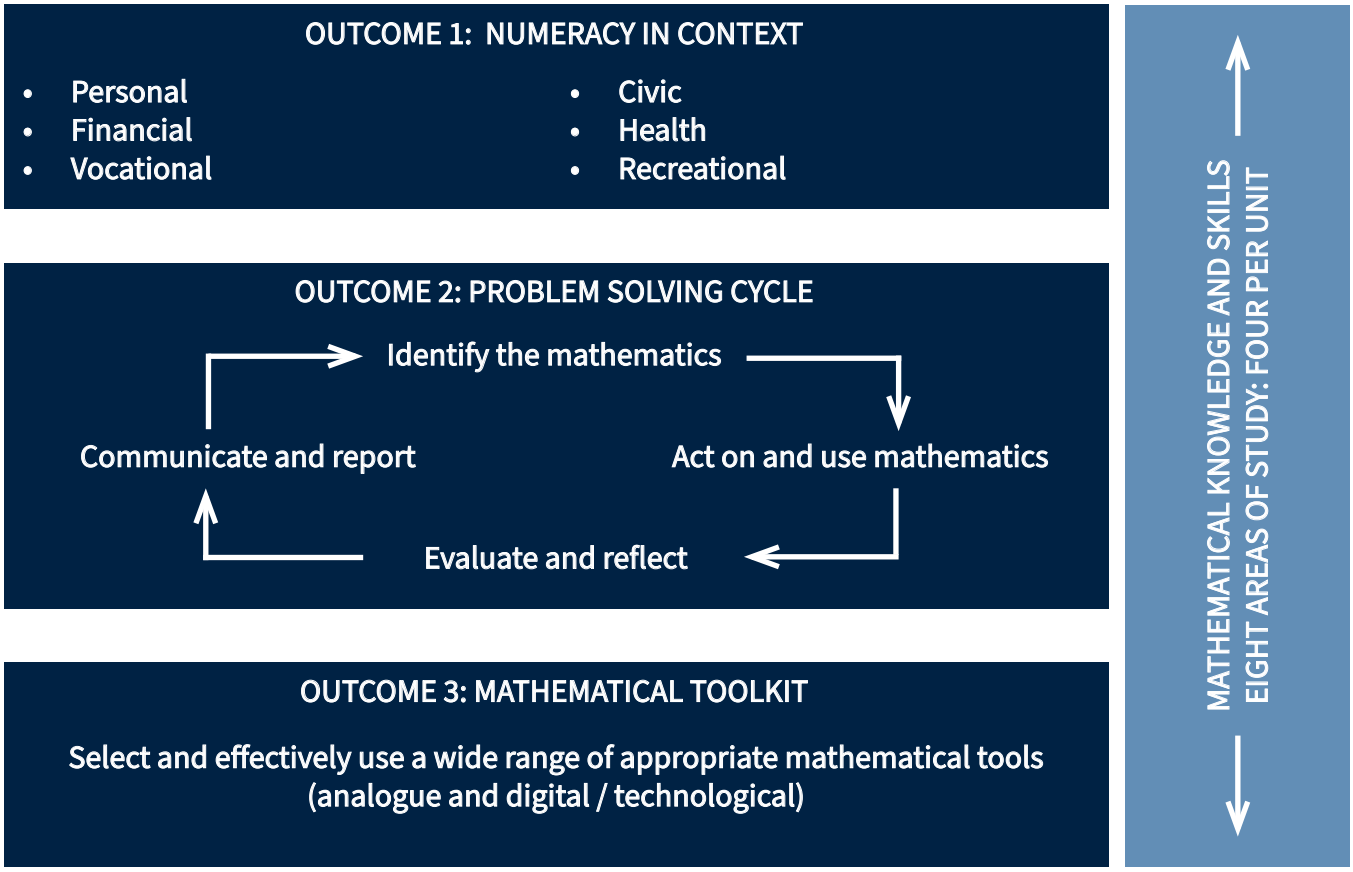
Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VCE-VM Numeracy Structure



Numeracy 1 & 2

Unit 1 Description:

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study:

1. Number
2. Shape
3. Quantity and measures
4. Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2 Description:

Students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study:

5. Dimension and direction
6. Data
7. Uncertainty
8. Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified by the VCAA for each unit. The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the assessment tasks.

Numeracy 3 & 4

Unit 3 Description:

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of Study:

1. Number
2. Shape
3. Quantity and measures
4. Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 4 Description:

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of Study:

5. Dimension and direction
6. Data
7. Uncertainty
8. Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Assessment:

All assessment tools for Units 3 and 4 are school-based. The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified by the VCAA for each unit. The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance.

Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Unit 1 & 2

Assessment:
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified by the VCAA for each unit. Assessment will include a range of learning tasks where students will be given the opportunity to apply and demonstrate the specified knowledge and skills as required by the VCAA.

Unit 3 & 4

Assessment:
All assessment tools for Units 3 and 4 are school-based. The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified by the VCAA for each unit. Assessment will include a range of learning tasks where students will be given the opportunity to apply and demonstrate the specified knowledge and skills as required by the VCAA.

Personal Development Skills 1 & 2

Unit 1 Description:
Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Area of Study 1:
Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2:
Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3:
Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2 Description:
Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Area of Study 1:
What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within a community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation, and recognise that there are a range of ways to participate in community life.

Area of Study 2:
Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion

Area of Study 3:
Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Personal Development Skills 3 & 4

Unit 3 Description:
Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1:
Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies) and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts.

Area of Study 2:
Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3:
Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Unit 4 Description:
Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present projects to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1:
What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within a community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation, and recognise that there are a range of ways to participate in community life.

Area of Study 2:
Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion

Area of Study 3:
Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

VET for VCE/VCE-VM

VET Programs in VCE

VCE VET programs can make a contribution to a student's Victorian Certificate of Education (VCE) as a contribution to their ATAR by a Study Score or as a percentage increment.

Note: from 2019, increments for unscored VCE VET programs will be calculated using 10% of the lowest study score of the primary four.

VET Programs in VCE-VM

VCE VET programs, VET Certificate II courses or VET Certificate III courses, can make a contribution to the VCE-VM certificate. 180 nominal hours contribute to the VET component of the VCE-VM certificate.

It should be noted that in Year 12, the Unit 3 & 4 VET program must be in the same industry as the students Year 11 (Unit 1 & 2) VET program in order to contribute to a VCE-VM 3 & 4 sequence.

VET Programs offered at Mercy College

In negotiation with the Careers ad Pathways Coordinator, VET programs are not limited to those listed in this handbook, but can be based on:

- student interests
- availability – based on accessibility

VCE students can only do a half day VCE VET program on Wednesday afternoon (PM).

VCE-VM students can do a half day VCE VET program, or a full day VCE VET program, Certificate II or Certificate III VET program.

A number of VET programs consist of a practical component, or a recommended Structured Workplace Learning (SWL) or mandated Structured Workplace Learning (SWL). Students must satisfactorily complete these requirements in order to pass the specified competencies.

Attendance is compulsory, and a maximum of only two absences per semester is permitted (unless it is a school authorised absence, i.e. during Activities Week). A student's ability to achieve competencies is jeopardised if there are significant absences.

VET selection is subject to availability, as determined by each Registered Training Organisation. It is not automatic that a student will gain a place in their preferred VET certificate program. Mercy College does not make the final determinations on VET placement, where the VET is delivered by a Registered Training Organisation off campus.

Students are charged for material costs. These will be applied to their school account.

See the Careers and Pathways Coordinator to explore further options.

VET courses offered

Below is a selection of VET courses offered in 2024. Please see the Careers and Pathways Coordinator to discuss other course options.

VET COURSE AND CERTIFICATE TITLE	DURATION	RTO / INSTITUTE	CAMPUS	VCE / VCE-VM	SWL / PRACTICAL COMPONENT
Certificate II in Animal Studies	1 Year	Kangan TAFE	Broadmeadows	VCE-VM only	Strongly recommended: Practical component requirement (40 hours)
Certificate III in Early Childhood Education and Care (Partial Completion)	2 years	Melbourne Polytechnic	Preston Campus	VCE / VCE-VM	Required SWL: 120 hours (3 weeks) over 2 years
Certificate II in Community Services (with selected units of competency from CHC32015 Certificate III in Community Services)	2 years	IMVC/iVET	Youth2Industry College South Melbourne	VCE/VCE-VM	Required SWL: 120 hours (3 weeks) over 2 years
Certificate III In Allied Health Assistance	2 years	Kangan TAFE	Essendon Campus	VCE/VCE-VM	Required SWL: 80 hrs per year (2 weeks)
Certificate II in Applied Fashion Design and Technology	2 years	Kangan TAFE	Cremone/ Richmond Campus	VCE/VCE-VM	Strongly recommended: Practical component requirement
Certificate III In Makeup	2 years	Victoria Polytechnic (VU)	City Campus	VCE-VM only	Strongly recommended: Practical component requirement (80 hours)
Certificate II in Hospitality (Front of house)	2 years	William Angliss	City Campus	VCE/VCE-VM	Required: Practical component requirement (80 hours)
Certificate II in Kitchen Operations (Back of house)	2 years	William Angliss	City Campus	VCE/VCE-VM	Required: Practical component requirement (80 hours)
Certificate II in Construction Carpentry	2 years	Kangan TAFE	Broadmeadows	VCE-VM only	Required: Practical component requirement (80 hours)

Glossary of Terms

Area of Study	Topics identified by the study design to be covered in each Unit. Each Area of Study has an outcome which must be met in order to satisfactorily complete the Unit. Each Area of Study will outline the key knowledge and key skills for that topic.
Australian Tertiary Admission Rank (ATAR)	The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.
Graded Assessment	All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE study design or VCE-VM unit. Each Area of Study for each Unit will have an Outcome.
Study Design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs. These can be found on the VCAA web-site.
Study Score	A score from 0 to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
Units (VCE)	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, Units 1,2,3,4.
Units (VCE-VM)	VCE-VM units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
VCE-VM or VCE Certificate	The certificate awarded to students who meet the requirements for graduation of the VCE-VM or VCE.
VCE-VM Learning Program	A program of accredited curriculum that leads to the award of a VCE-VM Certificate.
VCE VET	VET certificates developed into full programs of study within the VCE, and contribute to a satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
Victorian Certificate of Education - Vocational Major (VCE-VM)	An accredited senior secondary school qualification undertaken by students in an accredited senior secondary school qualification undertaken by students in Years 11 and 12.
Victorian Tertiary Admissions Centre (VTAC)	VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR)

Notes

Sample Year 11 VCE Selection Grid

Use the following chart to plan your Year 11 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:

YEAR	RE	ENGLISH	OTHER SUBJECT CHOICES (INCLUDING ANY VET SUBJECTS)				
11	RELIGION AND SOCIETY UNIT 1	ENGLISH UNIT 1 & 2	MATHEMATICAL METHODS UNIT 1 & 2	CHEMISTRY UNIT 1 & 2	PHYSICS UNIT 1 & 2	LEGAL STUDIES UNIT 1 & 2	BIOLOGY UNIT 3 & 4

VCE UNIT 3 & 4 TO BE STUDIED IN 2026 (IF ANY)	

All students are required to select two additional subjects that they would like to study in Year 11, should their initial selections not be available (note: these must be Units 1 and 2 subject offerings).

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2
FOOD STUDIES UNIT 1 & 2	PSYCHOLOGY UNIT 1 & 2

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

Sample VCE-VM Selection Grid

Use the following chart to plan your Year 11 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:

YEAR	RE	LITERACY	NUMERACY	PDS	WRS	WORKPLACE	EXTERNAL VET
11	RELIGION AND SOCIETY UNIT 1	VCE ENGLISH UNIT 1 & 2 (UNSCORED)	VCE-VM NUMERACY UNIT 1 & 2	VCE-VM PERSONAL DEVELOPMENT SKILLS UNIT 1 & 2	VCE-VM WORK RELATED SKILLS UNIT 1 & 2	STRUCTURED WORKPLACE LEARNING	CHOICE BASED ON STUDENT'S INTEREST IE. HOSPITALITY
12	SPIRITUALITY PROGRAM	VCE ENGLISH/EAL UNIT 3 & 4 (UNSCORED)	VCE-VM NUMERACY UNIT 3 & 4	VCE-VM PERSONAL DEVELOPMENT SKILLS UNIT 3 & 4	VCE-VM WORK RELATED SKILLS UNIT 3 & 4	STRUCTURED WORKPLACE LEARNING	CONTINUATION OF EXTERNAL VET CERTIFICATE (however there is room for discussion if changes are needed, but to be credited as a Unit 3 & 4 it needs to be in the same industry field)

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

Sample VET Selection Grid

Use the following chart to plan your Year 11 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:

YEAR	RE	ENGLISH	OTHER SUBJECT CHOICES (INCLUDING ANY VET SUBJECTS)				
11	RELIGION AND SOCIETY UNIT 1	ENGLISH UNIT 1 & 2	MATHEMATICAL METHODS UNIT 1 & 2	CHEMISTRY UNIT 1 & 2	PSYCHOLOGY UNIT 1 & 2	VET ALLIED HEALTH CERTIFICATE III	HEALTH AND HUMAN DEVELOPMENT UNIT 1 & 2
12	SPIRITUALITY PROGRAM	ENGLISH/EAL UNIT 3 & 4	MATHEMATICAL METHODS UNIT 3 & 4	CHEMISTRY UNIT 3 & 4	PSYCHOLOGY UNIT 3 & 4	VET ALLIED HEALTH CERTIFICATE III	

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

My Senior Studies Pathway – Year 11 2026

Use the following chart to plan your Year 11 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:

YEAR	RE	ENGLISH	OTHER SUBJECT CHOICES (INCLUDING ANY VET SUBJECTS)				
11	RELIGION SOCIETY UNIT 1	ENGLISH UNIT 1 & 2					

VCE UNIT 3 & 4 TO BE STUDIED IN 2026 (IF ANY)	

All students are required to select two additional subjects that they would like to study in Year 11, should their initial selections not be available (note: these must be Unit 1 and 2 subject offerings).

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

PLEASE GIVE A COPY OF THIS FORM TO YOUR WELLBEING TEACHER BY FRIDAY 8 AUGUST 2025

My Senior Studies Pathway – Year 12 2026

Use the following chart to plan your Year 11 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:

YEAR	RE	ENGLISH	OTHER SUBJECT CHOICES (INCLUDING ANY VET SUBJECTS)				
11 (INDICATE THE SUBJECTS YOU STUDIED IN 2024 HERE)	RELIGION AND SOCIETY UNIT 1	ENGLISH UNIT 1 & 2					
12	TEXTS AND TRADITIONS UNIT 1 OR RELIGION AND SOCIETY UNIT 3 & 4	ENGLISH/EAL UNIT 3 & 4					

All students are required to select two additional subjects that they would like to study in Year 12, should their initial selections not be available (note: these must be Unit 3 and 4 subject offerings).

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

PLEASE GIVE A COPY OF THIS FORM TO YOUR WELLBEING TEACHER BY FRIDAY 8 AUGUST 2025

Melbourne Archdiocese
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