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*'Together we use our voice to challenge and
grow a confident community.'*

Senior School

Year 11 & 12

Course Selection Handbook

2027

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Introduction

As your child moves through secondary school, their thoughts naturally turn to considering their options for their future career. As a parent and carer, you are well placed to offer support and advice as students begin to direct themselves towards their future goals.

This handbook is designed to assist students and parents/carers in planning programs and pathways for the important senior years of secondary education.

The College ensures students receive course counselling and guidance, including access to helpful information and resources to support your child through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your young person can find further information.

The course counselling process provides guidance and support to meet the needs of students as individuals with the support of the staff of the college along the way. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement and celebration of success.

We aim to support our students to:

- Find their career passion.
- Understand the labour trends in today's world.
- Consider the options available to them.
- Discover their next step.
- Where to go to find out more.

Decisions about future pathways are a joint responsibility between the student, the parent/carers and the school.

It is recommended that parents/carers take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2027.

Charlie Travis, Acting Principal

Our Vision

"Together we use our voice to challenge and grow a confident community."

Our Mission

At Somerville Secondary College we aim to achieve our vision by:

- 1. Providing an inclusive, encouraging, caring, safe and secure learning environment**
- 2. Developing responsible behaviours through clear expectations and high levels of consistency and accountability**
- 3. Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement**
- 4. Providing high quality co-curricular, sport, personal development and leadership programs**
- 5. Actively promoting the development of positive and supportive relationships within the learning community**

Our Values

At Somerville Secondary College our vision and mission are underpinned by:

- 6. Integrity - acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions.**
- 7. Respect – treating others with consideration and regard.**
- 8. Responsibility – accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.**

Contacts for Course Selection

Charlie Travis	Acting College Principal
Katie Johnson	Assistant Principal – Wellbeing and Inclusion
Matt Mackenzie	Assistant Principal – Teaching and Learning
Andrew Bohni	Acting Assistant Principal - Facilities
Laura Herrington	Leading Teacher Teaching and Learning
Penelope Linardos	Leading Teacher Teaching and Learning
Jacquelyn Kirk	Junior Sub School Leader Year 7 & 8
Greg Kershaw	Assistant Sub School Leader Year 7
Morgan Maloney	Assistant Sub School Leader Year 8
Graham Howgate	Middle Sub School Leader Year 9 & 10
Geoff Martin	Assistant Sub School Leader Year 9
Claudia D’Cruz	Assistant Sub School Leader – Year 10
David McGillivray	Senior Sub School Leader Year 11-12
Catherine Nelson	Assistant Sub School Leader Year 12
Josh Granger	Assistant Sub School Leader Year 11
Jess Ballingall	Leading Teacher VCE Vocational Major
Elise McNeil	Student Pathways/Careers Advisors
Matthew Mackinlay	Maths KLA Leader
Marley Collins	Learning Specialist Literacy
Shelly Thacker	Learning Specialist Numeracy
Zac Shinkfield	English KLA Leader
Lauren Humphrey	Learning Specialist - Inclusion

For Your Diary Course Selection Timeline

Thursday 4 June	COURSE INFORMATION EVENING, (for parents/guardians & students). <u>All Year levels 8-11</u> Visit the Course displays in the Resource Centre 5:00 pm - 5:45 pm Information Session: 5:45 pm - 6:15 pm Gymnasium Middle School Building 6 Senior School
Wednesday 17 June	COURSE SELECTION DAY 12:00 pm – 6:30 pm Year 8-11 students and their parent/guardian. Individual interviews (booked via Compass Conferences) VET/SBAT subjects will be chosen* <i>(Year 7 students are NOT required at school).</i>
Friday 26 June	Course selection closes for all students
Friday 4 September	Subject choices given to students.
Monday 5 October	Parents will receive their parent payment booklets which is notification of their 2027 Curriculum contributions
Monday 5 October	Booklist (Campion Books) distributed - <i>online orders and delivery options will be advised.</i>
Monday 23 October	Senior School Booklist orders should be completed by to receive resources in time for Headstart
Friday 13 November	Senior School books will be delivered if ordered by 23 October
Monday 16 November	Headstart – Students commence their 2027 curriculum
Friday 20 November	2027 Curriculum Contributions payment plans commence
Wednesday 16 December	Year 7-10 Booklist orders should be completed by to receive resources in time start of year
Friday 22 January	Year 7-10 books will be delivered if ordered by 16 December

Senior School – Year 11 & 12

We aim to provide opportunities, so all students are continually challenged to perform at their best, are engaged in their work and encouraged to regularly attend classes.

Our commitment to you is to provide students with access to programs that suit their interests and are directed towards their future goals.

We endeavour to establish strong personal and respectful relationships with each student in our care. We aim to present enjoyable, relevant, and rigorous teaching and learning programs that reflect the developmental stages of our students, as they move through their adolescent and consider their future.

Improving academic and student engagement

Somerville Secondary College is committed to ongoing improvement in the academic outcomes of all students. Years 11 and 12 represent a crucial stage in developing the knowledge and skills needed to take ownership of your learning and maximise your success.

Student engagement is influenced by a range of factors, including a sense of ownership over one's learning program, the ability to make informed choices, and confidence that selected pathways align with individual interests and needs. Recognising how these choices connect to future study and career goals is also essential in supporting meaningful engagement and achievement.

Course Counselling

Somerville Secondary College has a comprehensive careers and pathways curriculum which is delivered across all year levels which follows the Victorian Careers Curriculum Framework. Students undergo multiple sessions of course counselling to familiarize themselves with the courses on offer. Students will receive support from our key staff to guide them through this process to design their program.

Course counselling will also include:

- Information sent out via parent/student email
- Student information sessions delivered by key staff
- Online subject selection tools
- Question and Answer sessions

Course Selection Interviews

Compulsory course selection **interviews** will be held in lieu of formal classes.

The interview is designed around exploring your future aspirations and pathway preference, as well as, discussing your current academic achievement and locking in a course that is suited to you and enables you to work towards that aspiration or pathway. It is recommended that a parent/guardian participates in your interview.

Students are requested to attend Course Selection Day and ensure they select their preferences on date advised.

We will do our best to offer students their first choices, however this is not always possible, so students will also need to preference additional courses within their selections.

*Please note that on the Course Selection Interview Day if your student is wishing to do VCE/VM which includes a VET they will also need to attend a 10-minute group session with Pathways and Careers in the conference room

How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2027-year level.
2. Use the examples of a student timetable.
3. Look ahead to VCE pathways to ensure your course aligns with what you may already have planned.
4. Make sure that your choices will support your future pathway and aspirations.
5. Write down any questions you may have so you can either email or contact a teacher at school to ask.
6. Make sure you use the Key Contacts listed as they will be able to best answer your queries.

Parents and Guardian

- Research indicates that parents and carers are the biggest factor affecting how well students want to do at school
- All students need the active encouragement and support of parents and carers.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education. **Subject teachers are your first contact.**
- We seek and welcome parents and carers into a partnership. Together we will assist students to set goals and work towards developing their potential.
- We look for your full support in implementing our college's policies.

Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options.

There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

It's your decision

Study choice is your personal decision and requires you to think carefully about what you are good at, what you are interested in, and which studies will help you reach your goals.

It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.

How to choose

- When choosing subjects think about what interests you and what you are good at.
- Stuck? Consider a broad program. This is the best pathway to take if you have no idea what you would like to do once you finish school. Pick subjects across the areas you are interested in and are good at.
- Research prerequisite subjects. If you need Chemistry to apply for a Bachelor of Science, then you **MUST** complete Unit 3 and 4 Chemistry.
- Consider complementary subjects. Maths Methods and Physics, Business Management, Legal Studies and Biology and Health and Human Development are great partnerships.
- Do not choose studies if you do not like them or are not good at them. Not making informed decisions and ending up having to settle for what is available. Be an active participant in Course Counselling. It is all about YOU.
- Students are requested to complete their course selection preferences on Course Selection day. We will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

How NOT to choose studies?

- Don't choose studies if you don't like them or aren't good at them.
- Choosing studies simply because of how they were scaled last year doesn't guarantee you a 'good' ATAR. If you perform well in all of your studies, you will increase your chance of getting a 'good' ATAR.
- Your friends are choosing it.

Careers and Pathways:

Skills for Success from Year 7 to Year 12

At Somerville Secondary College, we guide every student on a personalised journey from Year 7 curiosity to Year 12 confidence. Our Pathways & Careers program builds key skills for future success.

Know Yourself – Building Foundations (Years 7–9)

- Identify strengths, interests, skills, and values
- Develop communication, teamwork, and leadership skills
- Build confidence and a positive sense of self
- Use technology to explore ideas and information
- Begin developing lifelong learning habits

Know Your World – Exploring Futures (Years 9–11)

- Research education, training, and employment pathways
- Explore diverse roles across industries
- Understand how work connects to society and the economy
- Investigate labour market trends and future jobs
- Gain experience through work exposure and practical skills

Manage Your Future – Pathways for Life (Years 10–12)

- Make informed and confident career decisions
- Set goals and plan realistic next steps
- Develop resilience and adaptability
- Present professionally and build networks
- Balance school, work, and wellbeing

Know yourself – self-development

Students need to understand their own skills, strengths, interests and values to make more informed decisions for their future. Many of the employability skills essential for managing careers over a lifetime relate to self-development. They include teamwork, communication skills and flexibility, as well as building resilience and maintaining a positive self-concept.

Know your world – career exploration

Students need accurate information about all the possible options for future work. This includes information about current and future labour market trends locally and beyond the local area. Identifying industries and jobs that are best suited to specific skills and interests and identifying different pathways to similar jobs informs good decision-making. Experiencing the work place through work experience, volunteering or paid work, developing practical skills, by undertaking barista courses or interview practice, also provides insight for future decision-making about future work.

Manage your future – be proactive

Students who can use insight gained from self-development and career exploration to make informed decisions about their future options will be better able to effectively build and manage their careers over a lifetime. Predicting possible challenges or recognising setbacks and being able to deal with them supports the career building process and assists with career and life transitions.

Our Commitment: Somerville Secondary College supports every student to navigate their future—whether they aspire to university, apprenticeships, trades, employment, or further training.

“Inspire to Aspire-Who you are tomorrow begins with what you do today”

Career Education Year 11

- Focus on refining future goals through planning and support
- Continue Career Action Planning
- Mathematics includes labour market information and Work Related Skills
- English further strengthens resumes and cover letters
- Participate in Work Experience or Structured Workplace Learning
- Access Monash programs provide insights into university pathways and application processes
- Attend vocational and tertiary expos
- Receive one-on-one pathway and career guidance
- Build readiness for Year 12 and post-school decision-making

Career Education Year 12

- Comprehensive support for transition to apprenticeships, employment, TAFE, or university
- Career Action Planning continues to guide goal-setting
- Individual course counselling provided



SUBJECT COSTS 2027

Victorian government schools provide free instruction. This means all students have free access to all items, activities and services that schools use to deliver the curriculum, including reasonable adjustments to support students with disability.

Some families choose to make a voluntary financial contribution to support the school, and we are very grateful for this support. Making a voluntary contribution is your choice. There is no expectation or pressure for families to contribute.

Somerville offers a range of items and activities that are additional to the free instruction provided to all students at our school.

Financial help is available for extra-curricular items and activities if you are experiencing financial hardship (see further details under Financial Help for Families in the attached information). For a confidential discussion about how to access the financial help available, please contact: [Contact name, [phone number], [email address].

If you need an interpreter, please contact [03 9605 3053](tel:0396053053) and give our school's phone number [insert school's phone number]. An interpreter can help you speak with us. This service is free. For more information, please see [How to use an interpreter to contact your school](#).

Somerville Secondary College, like all government schools, ensures students have access to the items, activities, and services to fulfil standard curriculum requirements. This includes instructional curriculum materials and equipment required for theory-based learning activities across learning areas and may include items such as: poster/coloured paper, food, chemicals, and materials to conduct practical activities/learning tasks which support the program.

Extra-curricular items and activities

User pays

- User-pays contributions may be requested for additional curriculum instructional materials, items and activities that enhance or broaden the schooling experience of students that are above and beyond what the school provides to deliver the curriculum. This may include student materials for practical aspects of the course which students will

own/consume/for home use.

- These items are provided on a user-pays system. Unfortunately, students will be unable to access these extra-curricular items and activities if these contributions are unpaid.
- Many electives attract extra-curricular, user-pays contributions for materials, activities, camps and/or excursions over and above the standard curriculum which should be considered in selecting subjects for next year.
- Where student elective/subject choices incur a cost for extra-curricular items and activities- which are those items, activities or services that are essential to support student learning of the standard curriculum - payments are requested to be made within the reasonable timeframe indicated by the college.
- To support families in planning for these contributions, the College offers payment options via credit card and Centrepay (Centrelink).
- Payments can also be made via Compass Pay.
- Please contact the office if you require further information on payment options and plans.

Other family support includes:

- The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year.
- State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

Department of Education Parent Contributions Policy:

For more information on the Department of Education's Parent Contributions policy please see the information attached. You can read the full policy at [Parent Contributions: Policy | education.vic.gov.au](https://www.education.vic.gov.au/parent-contributions-policy).

Voluntary and Extra-curricular contributions

VCE/ VM Cost Breakdown

Subject Name	Breakdown of Cost	Voluntary Contribution	Extra-Curricular Items Curriculum	Total Cost Voluntary + Extra Curricular	Pay as you Go Events - Paid via Compass	Pay as you go - Compass Events
Business Management Units 1 & 2	Student booklets, and printed learning materials (\$10) VCE Business Management practice assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00		
Business Management Units 3 & 4	Student booklets, and printed learning materials (\$10) VCE Business Management practice assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00		
Legal Studies Units 1 & 2	Student booklets, and printed learning materials (\$10) VCE practice assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00	Possible incursions from Monash Street Talk - FREE Possible excursion to Supreme and County Courts - \$10	\$10.00
Legal Studies Units 3 & 4	Student booklets, and printed learning materials (\$10) VCE practice assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00	Possible incursions from Monash Street Talk - FREE Possible excursion to Supreme and County Courts - \$10	\$10.00
Modern History Unit 1 & 2	Student booklets, and printed learning materials (\$10) VCE assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00		
Geography Units 1 & 2	Student booklets, and printed learning materials (\$10) VCE assessment tasks and exams (\$20)	\$0.00	\$30.00	\$30.00	<i>Possible fieldwork excursions, but as this is a new subject offering there are no details at this stage.</i>	

VCE Systems Engineering 1 & 2	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Photocopying (\$5)Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$140.00/unit (\$280) brought home throughout the course.	\$12.00	\$290.00	\$302.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00
VCE Systems Engineering 3 & 4	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Photocopying ()Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$140.00/unit (\$280) brought home throughout the course.	\$12.00	\$290.00	\$302.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00
Product Design & Tech Units 1 & 2	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Photocopying (\$5)Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$110.00/unit (\$220) brought home throughout the course.	\$12.00	\$230.00	\$242.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00
Product Design & Tech Units 3 & 4	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Photocopying (\$5) Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$125.00/unit (\$250) brought home throughout the course.	\$12.00	\$260.00	\$272.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00
Music VCE 1 - 4	• Photocopying (\$20) • exam, butcher, white, and coloured poster paper for activities (\$10.00) • General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00) • Music-making software – Cubase (\$25.00), Revision exams (\$25)	\$10.00	\$80.00	\$90.00	Top Class Music (\$50.00 - class size dependent)	\$50.00

Music Contemporary Performance 3/4	• Photocopying (\$20) • exam, butcher, white, and coloured poster paper for activities (\$10.00) • General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00) • Music-making software – Cubase (\$25.00), Revision exams (\$25)	\$10.00	\$80.00	\$90.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
English Units 1 & 2	Basic class materials to run the program. (\$20), Photocopying (\$20) White, exam, butcher, and coloured poster paper for activities and booklets Practice Exam papers and response Guides (\$30)	\$20.00	\$50.00	\$70.00		
English Units 3 & 4	Basic class materials to run the program. (\$20), Photocopying (\$20) White, exam, butcher, and coloured poster paper for activities and booklets and Practice Exam papers and response Guides (\$30)	\$20.00	\$50.00	\$70.00		
VCE Literature Unit 1 & 2	Photocopying (\$40)	\$0.00	\$40.00	\$40.00		
Health & HD Units 1 & 2	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Photocopying (\$20) Practice SACs and Examinations (\$30)	\$15.00	\$50.00	\$65.00		
Health & HD Units 3 & 4	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Photocopying (20) Practice SACs and Examinations (\$30)	\$15.00	\$50.00	\$65.00		
Physical Education Units 1 & 2	Use and upkeep of specialised facilities for practical learning (e.g. gym, weights room, sporting equipment, etc) (\$10), Photocopying (20) Practice SACs and Examinations (\$30)	\$10.00	\$50.00	\$60.00		
Physical Education Units 3 & 4	Use and upkeep of specialised facilities for practical learning (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying (\$20) Practice SACs and Examinations (\$30)	\$10.00	\$50.00	\$60.00		
Outdoor & Environmental Studies (OES) Units 1&2 (Yr 10)	Use and upkeep of specialised facilities for practical learning (e.g. tents, Trangia's etc) (\$5), Photocopying Practice SACs and Examinations (\$30)	\$5.00	\$50.00	\$55.00	Various camps & Ex	\$900.00
Outdoor & Environmental Studies (OES) Units 3&4(Yr 11)	Use and upkeep of specialised facilities for practical learning (e.g. tents, Trangia's etc) (\$5), Photocopying (20) Practice SACs and Examinations (\$30)	\$5.00	\$50.00	\$55.00	Various camps & Ex	\$900.00
General Maths Units 1 & 2	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) •Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10)	\$10.00	\$20.00	\$30.00	opt in - Maths Competition (\$10)	\$10.00

General Math Units 3 & 4	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) • Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10) Practice Exam Papers (\$10)	\$10.00	\$30.00	\$40.00	Maths Competition (\$10)	\$10.00
Maths Methods Units 1 & 2	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) • Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10)	\$10.00	\$20.00	\$30.00	opt in - Maths Competition (\$10)	\$10.00
Maths Methods Units 3 & 4	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) • Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10) Practice Exam Papers (\$10)	\$10.00	\$30.00	\$40.00	opt in - Maths Competition (\$10)	\$10.00
Foundation Math 1 & 2	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) • Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10) Practice Exam Papers (\$10)	\$10.00	\$30.00	\$40.00		
Foundation Math 3 & 4	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) • Coloured paper, Poster paper, Graph paper, post it notes SAC Preparation (\$10) Practice Exam Papers (\$10)	\$10.00	\$30.00	\$40.00		
Physics Units 1 & 2	Photocopying (\$10) exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00) VCE practice examinations and SACs (\$10.00)	\$5.00	\$45.00	\$50.00		
Physics Units 3 & 4	Photocopying (\$10) exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00)VCE practice examinations and SACs (\$10.00)	\$5.00	\$45.00	\$50.00		
Psychology Units 1 & 2	Photocopying (\$10) exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00) VCE practice examinations and SACs (\$10.00)	\$5.00	\$45.00	\$50.00		
Psychology Units 3 & 4	Photocopying (\$10) exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00) VCE practice examinations and SACs (\$10.00)	\$5.00	\$45.00	\$50.00		

Biology Units 1 & 2	• Photocopying (\$10) • Stationary, exam, butcher, white, and coloured poster paper for activities (\$5.00) • Resources for experiments (\$45.00) • VCE practice examinations and SACs (\$5.00)	\$5.00	\$60.00	\$65.00	Zoo excursion (\$50)	
Biology Units 3 & 4	• Photocopying (\$10) • Stationary, exam, butcher, white, and coloured poster paper for activities (\$5.00) • Resources for experiments (\$40.00) • VCE practice examinations and SACs (\$5.00)	\$5.00	\$55.00	\$60.00		
Chemistry Units 1 & 2	• Photocopying (\$10) • exam, butcher, white, and coloured poster paper for activities (\$5.00) • Resources for experiments, including chemicals and maintaining equipment (\$50.00) • VCE practice examinations and SACs (\$5.00)	\$5.00	\$65.00	\$70.00		
Chemistry Units 3 & 4	• Photocopying (\$10) • exam, butcher, white, and coloured poster paper for activities (\$5.00) • Resources for experiments, including chemicals and maintaining equipment (\$40.00) • VCE practice examinations and SACs (\$5.00)	\$5.00	\$55.00	\$60.00		
Art making and Exhibiting Units 1 & 2	Photocopying (\$10.00) exam, butcher, white, and coloured poster paper for activities (\$15.00) Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80) Materials for take-home projects (\$80.00)	\$40.00	\$170.00	\$210.00	Exhibition/Gallery (\$50.00)	\$50.00
Art making and Exhibiting Units 3 & 4	Photocopying (\$10.00) exam, butcher, white, and coloured poster paper for activities (\$15.00) Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80) Materials for take-home projects (\$80.00)	\$40.00	\$170.00	\$210.00	Exhibition/Gallery (\$50.00)	\$50.00

Visual Communication Unit 1 & 2	•Photocopying –incl. general copying and workbooks (\$10) •exam, butcher, white, and coloured poster paper for activities (\$15.00) •Shared materials incl. stationary, etc. (\$35.00) •Drafting and model making materials (\$20.00) •Maintenance Equipment (\$10.00) •Materials for take-home projects (\$60.00)	\$60.00	\$90.00	\$150.00	Exhibition/Gallery (\$50.00)	\$50.00
Visual Communication Unit 3 & 4	•Photocopying –incl. general copying and workbooks (\$10) •exam, butcher, white, and coloured poster paper for activities (\$15.00) •Shared materials incl. stationary, etc. (\$35.00) •Drafting and model making materials (\$20.00) •Maintenance Equipment (\$10.00) •Materials for take-home projects (\$60.00)	\$60.00	\$90.00	\$150.00	Exhibition/Gallery (\$50.00)	\$50.00
Food Studies Unit 1 & 2	Ingredients for demonstrations Recipe cards, Poster paper, Printing, Food science consumables e.g. pH paper/ universal indicator, ballons, Materials for planting activities related to the content in Unit 1 outcome 1 and 2 - \$20 Ingredients for weekly cooking classes making a variety of dishes using a variety of complex processes (1 pact per week @ \$8), Photocopying \$10Food for other practical activities including sensory analysis, product analysis, scientific experiments as required in the VCE study - \$180	\$20.00	\$190.00	\$210.00	Various excursions	\$175.00
Food Studies Unit 3 & 4	Ingredients for demonstrations Recipe cards, Poster paper, Printing, Practice SACs and exams - \$20 Ingredients for weekly cooking classes making a variety of dishes using a variety of complex processes (1 pact per week @ \$8), Photocopying \$10 Food for other practical activities including sensory analysis, product analysis, scientific experiments as required in the VCE study - : \$180	\$20.00	\$190.00	\$210.00	Various excursions	\$175.00
Indonesian Studies Units 1 - 4	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10, Photocopying \$10 Exam Revision Materials \$25	\$10.00	\$35.00	\$45.00		
Vocational Major - Literacy Unit 1&2	Basic class materials to run the program. E.g. coloured poster paper and painting materials: \$10, Photocopying \$10	\$10.00	\$10.00	\$20.00	End of Year excursion (\$50)	\$50.00
Vocational Major -PDS Unit 1&2	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10 Photocopying \$10	\$10.00	\$10.00	\$20.00	Various Excursions	\$30.00

Vocational Major - WRS Unit 1 & 2	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10, Photocopying (\$10) Short course: Food Safety Course (\$85)	\$10.00	\$95.00	\$105.00	Funky Farm (\$15) First Aid Course (\$125) - optional	\$140.00
Vocational Major - Literacy Unit 3& 4	Basic class materials to run the program. E.g. coloured poster paper, materials for painting: \$10 and Photocopying \$10	\$10.00	\$10.00	\$20.00	End of Year excursion (\$50)	\$50.00
Vocational Major -PDS Unit 3 & 4	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards \$10, Photocopying (\$10) and Locked in Escape Room (\$60)	\$10.00	\$70.00	\$80.00	Various excursions	\$110.00
Vocational Major - WRS Unit 3 & 4	Basic class materials to run the program \$10, Photocopying (\$10) Short course: RSA (\$90) RSA Course	\$10.00	\$100.00	\$110.00	· Barista Course (\$120) - optional	\$120.00

Other Voluntary Contributions across all year levels include:

Curriculum Item	Breakdown of Costs	Voluntary
Sporting Opportunities	All students are encouraged to attend our sporting opportunities as a participant or to support their house. Novelty events are included as an option for participation.	\$40.00
Affiliations	School Sport Victoria Affiliation fee.	20.00
Online Subscriptions	Compass Access (\$15), Library Systems (\$5), IT Security & Support (\$80)	\$100.00
Somerville Curriculum Enhancement	Supports the College purchasing equipment & items that enhance the programs offered at the college.	\$120.00
First Aid Equipment	Donations to support the purchase of first aid equipment and supplies for students	\$20.00
Wellbeing Support	Support the delivery of wellbeing programs for all students	\$20.00
School Bus	Donations towards purchase of new school bus	\$20.00
Library Fund	Contribution to support book purchases & other equipment that sustain the library as a valuable resource.	\$20.00
Building and Grounds Fund	Contribution to support renovations, upgrades, and maintenance of school infrastructure.	\$40.00

Other Extra-Curricular Items and Activities for all year levels include:

College Swimming Carnival	\$30.00
College Athletics Carnival	\$20.00
Instrumental Music	\$600.00

Digital subscriptions across all year levels include:

Somerville Secondary College uses the below digital subscriptions for learning. You can buy a subscription directly if you want:

- **Mathspace** for Years 7 -10 cost of \$27.00 per student purchased via compass events
- **Edrolo** for certain VCE subjects cost at \$40.00 per subject purchased via compass events

Food studies online – VCE Food Study Students (\$50)

VCE Victorian Certificate of Education

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally.

How is the VCE structured?

- The VCE course is made up of studies and units, some of which must be studied as a sequence.
- A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.
- For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE.

The rules for obtaining your VCE

To achieve your VCE you must successfully complete 16 units, including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group.

While it may be possible to vary the number of units you can enrol in, a typical VCE program at Somerville Secondary College is made up of 22 units which are completed over two or 3 years. Generally, twelve units at the unit 1/2 level and ten units at 3/4 level would constitute the normal full-time program for most students.

What studies can I choose?

You have a variety of study options in the VCE through which you can pursue your interests and build your skills. There are more than 90 VCE studies and over 20 VCE/VET programs across the humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies. Somerville Secondary College does not offer all subjects, but if there is something specific you would like to do or it is a pre-requisite for post-school pathways you may want to consider Virtual School Victoria or the Victorian School of Languages (more information on web link: <https://vsv.vic.edu.au>), or you can speak to your VCE coordinator about other options.

Pre-requisites

Before you start picking subjects you need to be mindful that there are pre-requisite subjects and other criteria for entry into courses post Year 12 if you are planning on going on to university or TAFE. Course requirements are 'essential requirements and admission criteria' you may need to meet to be considered for selection into a course. These could include prerequisite studies, the completion of additional assessment tasks (such as tests, interviews or folios), and non-compulsory requirements that may strengthen your application.

You must meet prerequisites and complete all compulsory course requirements by the dates specified to ensure your application for the course will be considered.

What are prerequisites?

Prerequisites are studies you must have completed to be eligible for selection to a course. Most prerequisites for courses in the Victorian Certificate of Education (VCE) studies.

Units 1 and 2 prerequisites

- If a course specifies Units 1 and 2 of a study as prerequisites, this means that a satisfactory result must be awarded in both units.

Units 3 and 4 prerequisites

- If a course specifies Units 3 and 4 of a study as prerequisites, this means that a minimum VCE study score of 10 is required, with at least two graded assessments higher than UG. Some courses specify a higher VCE study score.

Example prerequisite statement

Prerequisites: Units 3 and 4 — a study score of at least 30 in English (EAL) or 25 in any other English. A statement like this means that before you are eligible to be selected for this course, you must have achieved a study score of at least 30 if you completed English (EAL) or a study score of at least 25 in any other English (English, English Language, Literature)

at Units 3 and 4 level.

Where do I find prerequisites?

Prerequisites are listed in each course description within CourseSearch on the VTAC website.

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm>

Prerequisites may be listed under 'Essential requirements for selection and application' or 'Admission criteria'.

VTAC Course and prerequisite explorer

The VTAC Course and Prerequisite Explorer is designed so that students in Years 10 to 12 can enter their actual or proposed VCE program or a specific VCE study and see which courses that program or VCE study meets the prerequisites for.

How do I achieve marks in the VCE?

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines, and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances. For Units 1 and 2 you will receive either S (satisfactory) or N (not satisfactory). Your school may give you a grade for each unit but only the S counts towards your VCE. Each S represents one of the 16 units.

For Units 3 and 4 you will have grades calculated from A+ to E, or UG (ungraded) or NA (not assessed) for your assessment tasks, as well as an S or N. There are three graded assessments for each VCE study at the Unit 3 and 4 level. School-based assessments are set by your teacher following the requirements set by the VCAA in the relevant study design. They include school-assessed coursework (SAC), which is completed at school, and school assessed tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format. Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair.

What is an ATAR?

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) based on study scores and is presented as a ranking between 0.00 and 99.95. The ATAR reflects your relative achievement compared to everyone else in the Year 12 group.

Before offering places, tertiary institutions look at each student's ATAR and the combination of VCE studies they have completed. To qualify for an ATAR, you need to have at least four study scores, one of which must be from the English group. You can find

out more about the ATAR, subject combinations and course choices through VTAC: www.vtac.edu.au

What is the GAT and why is it important?

All students studying at least one Unit 3 and 4 VCE study (or scored VCE VET study) are expected to sit the GAT. The GAT measures your general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. Although the results do not count directly towards your VCE results, they play an important role in checking that school-based and external assessments have been fairly and accurately assessed.

The GAT may also be used to determine 'Derived Examination Scores' for students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement. The GAT is now used to measure and report on Literacy and Numeracy standards.

How will I receive my results?

All students who enrol in VCE studies receive a Statement of Results. If you undertake Units 1 and 2, your statement will be sent to your school. If you are enrolled in at least one Unit 3 and 4 study, the VCAA will mail it to your home address in December. Your Statement of Results includes the overall grade for your school-based and external assessments.

Students who sit the GAT will also obtain a Statement of Results, which shows their results in the three key areas tested. You will also be issued a certificate when you have successfully completed the VCE.

Can I complete a VET qualification or school-based apprenticeship or traineeship as part of my VCE program?

Yes, you can. Read more in the VET and School Based Apprenticeship and Traineeship (SBAT) sections of this booklet

What a Senior Course could look like

Sample VCE Timetable

5 days at school

4 subjects each day

5 subjects must include English and Maths is recommended

8:45: 1 - 11MA073A - (General Maths Units 1 & 2) - 6H - JT	8:45: 1 - 11EN011B - (English Units 1 & 2) - 5J - SS	8:45: 1 - 11FS011A - (Food Studies Units 1 & 2) - 1C - ABU	8:45: 1 - 11DT011A - (Product, Design & Technology Units 1 & 2) - 6D - CT	8:45: 1 - 11SE011A - (System Engineering Units 1 & 2) - 6I - CS
10:00: 2 - 11FS011A - (Food Studies Units 1 & 2) - 1C - ABU	10:00: 2 - 11FS011A - (Food Studies Units 1 & 2) - 1C - ABU	10:00: 2 - 11EN011B - (English Units 1 & 2) - 5J - SS	10:00: 2 - 11EN011B - (English Units 1 & 2) - 5J - SS	10:00: 2 - 11FS011A - (Food Studies Units 1 & 2) - 1C - ABU
11:40: 3 - 11SE011A - (System Engineering Units 1 & 2) - 6A - CS	11:40: 3 - 11MA073A - (General Maths Units 1 & 2) - 6H - JT	11:40: 3 - 11DT011A - (Product, Design & Technology Units 1 & 2) - 6D - CT	11:40: 3 - 11MA073A - (General Maths Units 1 & 2) - 6H - JT	11:40: 3 - 11EN011B - (English Units 1 & 2) - 5J - SS
1:40: 4 - 11DT011A - (Product, Design & Technology Units 1 & 2) - 6H - CT	1:40: 4 - 11DT011A - (Product, Design & Technology Units 1 & 2) - 6D - CT	1:40: 4 - 11SE011A - (System Engineering Units 1 & 2) - 6A - CS	1:40: 4 - 11SE011A - (System Engineering Units 1 & 2) - 6A - CS	1:40: 4 - 11MA073A - (General Maths Units 1 & 2) - 6B - JT

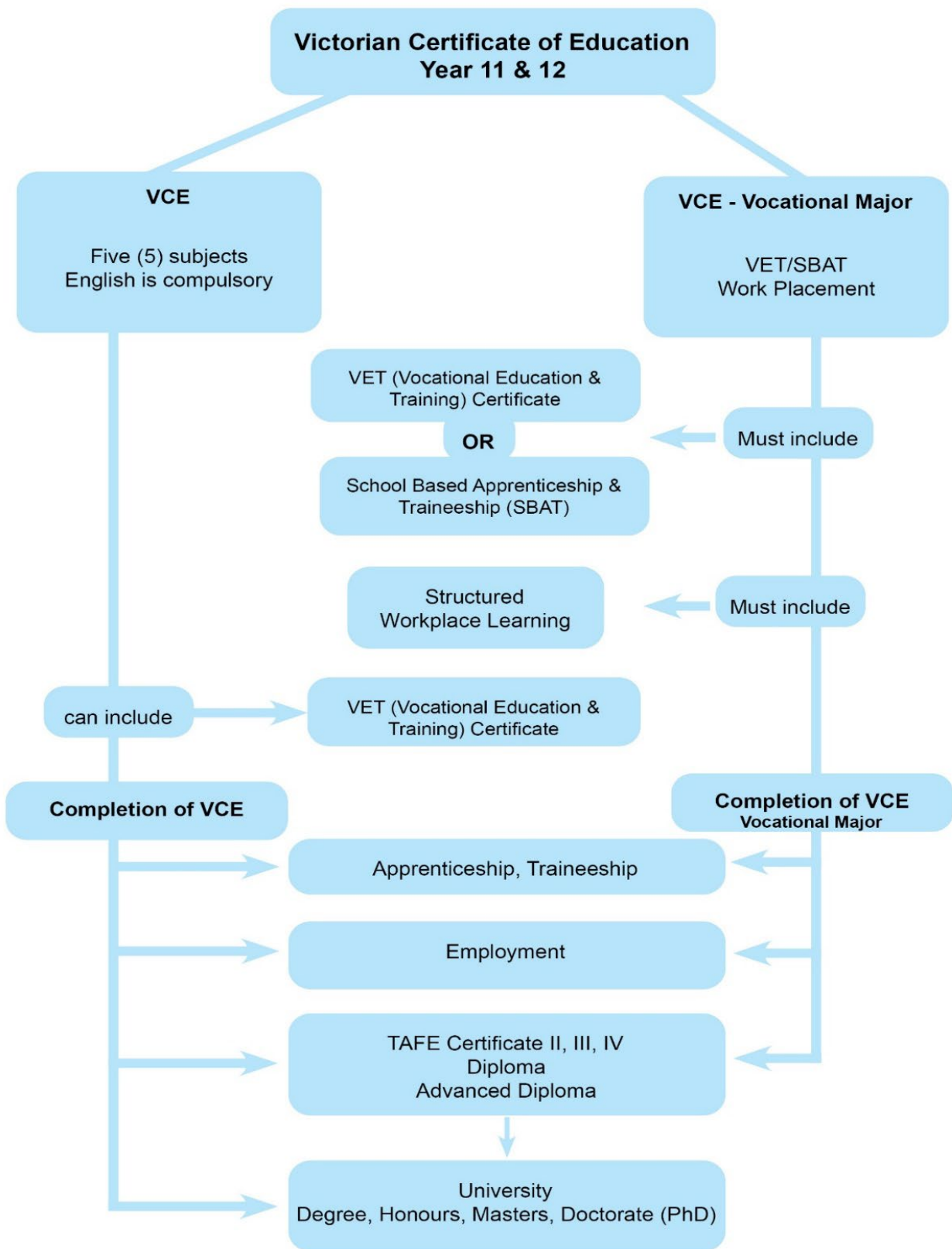
Sample VCE/VM Timetable

3 days at school Monday, Tuesday and Thursday

1 day of VET

1 day of SWL

8:45: 1 - V11VMN11A - (VM1 Vocational Major Senior/Intermediate) - 6C - MA	8:45: 1 - V11VMWR11A - (VM2 Vocational Major Intermediate Work Related Skills Units 1 & 2) - 6C - NKE	8:45: Cosamp Sound Production MESC CUA30920 - EM	8:45: 1 - V11VMWR11A - (VM2 Vocational Major Intermediate Work Related Skills Units 1 & 2) - 6C - NKE	8:45: SWL - EM
10:00: 2 - V11VMWR11A - (VM2 Vocational Major Intermediate Work Related Skills Units 1 & 2) - 6I - NKE	10:00: 2 - V11VMN11A - (VM1 Vocational Major Senior/Intermediate) - 6I - MA		10:00: 2 - V11VMPD11A - (VM2 Vocational Major Intermediate Personal Development Units 1 & 2) - 6I - JBAL	
11:40: 3 - V11VMPD11A - (VM2 Vocational Major Intermediate Personal Development Units 1 & 2) - 6C - JBAL	11:40: 3 - V11VML11A - (VM1 Vocational Major Intermediate Literacy) - 6C - MGE		11:40: 3 - V11VML11A - (VM1 Vocational Major Intermediate Literacy) - 6C - MGE	
1:40: 4 - V11VML11A - (VM1 Vocational Major Intermediate Literacy) - 6I - MGE	1:40: 4 - V11VMPD11A - (VM2 Vocational Major Intermediate Personal Development Units 1 & 2) - 6I - JBAL		1:40: 4 - V11VMN11A - (VM1 Vocational Major Senior/Intermediate) - 6I - MA	



VCE UNITS OF STUDY 2027

VCE Units offered at Somerville SC	VCE Units (Distance Education only)
THE ARTS Art Making & Exhibiting Visual Communication Design Music (Contemporary Performance)	- Theatre Studies - Music Investigation - Music Style and Composition - Dance - Drama - Media
BUSINESS STUDIES Business Management Legal Studies	- Accounting - Economics - Industry and Enterprise
HEALTH & PHYSICAL EDUCATION Health and Human Development Outdoor and Environmental Studies Physical Education	
ENGLISH English	- English as an Additional Language - English Language - Foundation English† - Literature - Bridging English as an Additional Language†
HUMANITIES Geography History Revolutions (1 &2) Twentieth Century History (3&4)	- Australian Politics* - Global Politics* - Classical Studies - History - Ancient History - Australian History* - Global Empires† - Philosophy - Religion and Society - Sociology - Texts and Traditions
TECHNOLOGY Food Studies Product Design and Technology Systems Engineering	- Agricultural and Horticultural Studies - Algorithmics (HESS)* - Applied Computing - Data Analytics — Software Development
MATHEMATICS Further Mathematics (3&4) General Mathematics (1&2) Mathematical Methods	- Foundation Mathematics - Specialist Mathematics
SCIENCE Biology Chemistry Physics Psychology	Environmental Science
LANGUAGES Indonesian	<i>Please see the Senior Sub School leader for a list of Languages you can study at the Victorian School of Language</i>
VCE VOCATIONAL MAJOR VCE Vocational Major	† Units 1 & 2 only * Units 3 & 4 only

VCE Subject Descriptions

Art: Making and Exhibiting Unit 1 & 2

Art - Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop their potential in creating and presenting artworks. Students use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. By learning how to analyse artworks, students can gain a deeper understanding about art and about the artists' intention. Students also visit galleries to see a range of exhibitions to gain a better understanding about the art industry.

Unit 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. 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. Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2 – Understand, develop and resolve

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 1 & 2 Course Assessment

Common ASSESSMENT TASK	DESCRIPTION
AoS1: Explore – materials, techniques and art forms	Visual Arts journal
AoS2: Expand – make, present and reflect	Finished artwork
AoS3: Investigate – research and present	Information for an exhibition
Unit 2: Understand, develop and resolve	
AoS1: Understand – ideas, artworks and exhibition	Thematic exhibition
AoS2: Develop – theme, aesthetic qualities and style	Experimental artworks and documentation
AoS3: Resolve – ideas, subject matter and style	Finished artworks

VCE Unit costs - refer to pages 13 - 20

Art: Making and Exhibiting Unit 3 & 4

Art – Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop and extend their knowledge about creating, refining and presenting artworks. Students continue to use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. Students gain knowledge about the art industry and specific roles of gallery staff. They also explore art conservation methods that galleries use, including storage and collection.

Unit 3 – Collect, extend and connect

In Area of Study 1, **Collect – inspirations, influences and images**, students research inspiration to help develop subject matter and ideas, and understand how materials, techniques and processes are used to make works. In Area of Study 2, **Extend – make, critique and reflect**, students extend their ideas from Area of Study 1 and make artworks. They develop their use of visual language to communicate their ideas in a presentation to their peers. They reflect on the critiques from their peers and further develop and refine their works. In Area of Study 3, **Connect- curate, design and propose**, students investigate galleries and exhibition spaces and examine the role of the curator. They select artworks of 3 artists and create an exhibition proposal and an online interactive presentation.

Unit 4 – Consolidate, present and conserve

In Area of Study 1, **Consolidate – refine and resolve**, create at least one finished artwork based on the work explored in Unit 3. Students document the use of materials and techniques, processes, subject matter and aesthetic qualities and investigate methods of conserving their works. In Area of Study 2, **Present – plan and critique**, students plan an exhibition for their own art works in a designated space and present their work to their peers. They reflect on feedback and evaluate the success of their own exhibition. In Area of Study 3, **Conserve – present and care**, students extend their knowledge about gallery conservation and investigate procedures in regards to storage and handling of works.

Unit 3 & 4 course assessment

Common ASSESSMENT TASK	DESCRIPTION
Unit 3: Collect, extend and connect	
Outcome 1: Inspiration	Journal – School Assessed Task
Outcome 2: Make finals and present	Presentation and written SAT
Outcome 3: Research and plan an exhibition	Presentation SAC
Unit 4: Consolidate, present and conserve	
Outcome 1: Finished artwork and folio	Folio SAT
Outcome 2: Present and critique artworks	Presentation and written SAT
Outcome 3: Conservation	Presentation SAC

VCE Unit costs - refer to pages 13 - 20

Biology Unit 1 - 4

The study of Biology focuses on living things from complex multi-cellular to single celled micro-organisms. Students study the relationships between living things, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the interconnectedness of all living things and their environment. The study of Biology prepares students for continuing studies in Bioscience and entry into the workforce in a wide range of careers.

Unit 1: BIO011 How do organisms stay alive?

In this unit students are introduced to the cell as the structural and functional unit of life. They analyse adaptations that enhance the organism's survival in a particular environment and the mechanisms that maintain the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to and utilises the resources of its habitat.

Unit 2: How is Continuity of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They explore reproductive strategies, the role of stem cells and their potential use in medical therapies. Students use knowledge of chromosomes to explain the inheritance of traits, analyse patterns of inheritance, interpret pedigree charts and predict genetic outcomes.

Unit 3: BIO033 How do cells maintain life?

In this unit students develop an understanding of the workings of the cell and an appreciation of both the capabilities and the limitations of living organisms. Students investigate the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules in and out. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions.

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

In this unit students investigate the relatedness between species and the impact of various change events on a population's gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology and explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

VCE Unit costs - refer to pages 13 - 20

Business Management Unit 1 & 2

Unit 1: BM011 Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge 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, and the effect of these on planning a business. Students also develop their own business plans for a viable small business.

Unit 2: BM022 Establishing a Business

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

This course includes excursions to local businesses.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for The Business Idea	A business plan for a new business idea, with a presentation to the class.
AOS 2 SAC for External Environment	A research report into a chosen business, to identify the external factors which impact that business.
AOS 3 SAC for Internal Environment	An interview with a local business, with a written report on the internal factors which impact it.
Semester 1 Exams	A Term 1 and a Semester 1 examination.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Legal Requirements and Financial Considerations	A written test of structured questions in response to business scenarios, with short answer responses.
U2 AOS 2 SAC for Marketing a Business	An analysis of a range of case studies, to evaluate the advertising strategies of Australian businesses.
U2 AOS 3 SAC for Staffing a Business	A written test of structured questions in response to business scenarios, with short answer responses.
Semester 2 Exams	A Term 3 and a Semester 2 examination.

VCE Unit costs - refer to pages 13 - 20

Business Management Unit 3 & 4

Unit 3: Managing a Business

This unit focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives for a range of business types. Students will consider the corporate culture, management styles, management skills, and the relationship between each of these, as they also investigate strategies for managing both staff and business operations. The course covers an investigation of potential conflicts between the demands of various stakeholders in a business, as well as how various theories can be used to effectively manage employees, and also considers the ways in which the production process can be maximised for efficiency. Students will develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies from the past four years, to order to apply their theoretical knowledge.

Unit 4: Managing a Business

This unit focuses on the key processes and issues concerned with managing a large business efficiently and effectively to achieve business objectives. Students will focus on how businesses can build a healthy corporate culture to manage their employees using a range of management skills, as well as how to balance the needs of various stakeholders in the production of goods and services. The course will also cover the different ways in which businesses can review their own processes to identify issues, then successfully undergo the change management process. This course includes excursions to local businesses.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Business Foundations	A written test of structured questions in response to business scenarios and case studies.
AOS 2 SAC for Managing Employees	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
AOS 3 SAC for Operations Management	A written test of extended responses which evaluate the processes of selected businesses.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Business Foundations	A written test of structured questions in response to legal scenarios, with an extended response.
U4 AOS 2 SAC for Reviewing Performance	A written test of structured questions applying FFA theory to business case studies.
U4 AOS 3 SAC for Implementing Change	A case study based report, which evaluates how well a selected business has implement a major change.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

VCE Unit costs - refer to pages 13 - 20

Chemistry Unit 1 -4

Chemistry is a key science in understanding the workings of our universe. It is used to explain natural phenomena at the molecular level as well as create new materials such as medicines and polymers. Students will develop the ability to use chemical knowledge and scientific arguments in their everyday lives. Understanding Chemistry is important to allow new and improved materials to be made and to help solve problems of modern society, such as degraded environments, pollution and the need for new energy sources.

Unit 1: CH011 How can the diversity of materials be explained?

Students investigate the development of our current model of the atom and the Periodic Table and the classification of materials such as organic, inorganic, metals, polymers and nanotechnology. They learn how the chemical formulae of pure substances can be determined. Based on the models of bonding between molecules they will be able to determine the properties of materials.

Unit 2: What makes water such a unique chemical?

In this unit, students investigate how chemistry is used to respond to the effects of human activities on our environment. Students study the properties of water and its unique nature. They undertake qualitative and quantitative investigations of reactions involving acids and bases, precipitates and gases, and redox.

Unit 3: CH033: How can chemical processes be designed to optimise efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems in order to produce desired chemicals.

Unit 4: How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. Students learn to use their knowledge of chemistry to calculate the energy content of food using calorimetry.

VCE Unit costs - refer to pages 13 - 20

English Unit 1 & 2

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1: EN011

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They explore the vocabulary, text structures, language features and ideas within a text. Students will also demonstrate an understanding of effective and cohesive writing through crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

Unit 2: EN011

In this unit, students develop their reading and viewing skills. They extend their writing in response to a text to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students will also consider the ways arguments are developed and delivered in many forms of media. They will apply their knowledge of argument to analyse persuasive texts and to construct a point of view text for oral presentation.

Common Assessment Task	Description
U1 AOS 1 SAC for Reading and Exploring Texts	A personal response to a set text.
U1 AOS 2 SAC for Crafting Texts	Two student created texts in response to the set mentor texts.
U2 AOS 1 SAC for Reading and Exploring Texts	An analytical text response to a set text.
U2 AOS 2 SAC for Exploring Argument	An analysis of the use of argument, persuasive language and techniques in set texts within the context of a contemporary issue. AND An oral presentation of a point of view on a contemporary issue.

VCE Unit costs - refer to pages 13 - 20

English Unit 3 & 4

Unit 3: EN013

In this unit, students build upon the knowledge and skills they acquired in English Units 1 and 2 to complete a range of similar tasks. Students first read two texts and then respond to them: the creative response is to the work of a set poet, while the analytical response is to the Greek play *The Women of Troy*. Students are also expected to read a range of persuasive source material written by others, in order to identify the use of arguments and persuasive language within them and write a comparative language analysis of visual and written language. There will also be an excursion to a theatrical performance of *'The Women of Troy'*.

Unit 4: EN014

In this unit, students will continue to build upon the knowledge and skills from English Units 1 and 2, to complete two more tasks. First, students will create an oral presentation about an issue currently debated in the media to develop their arguments and position their intended audience. They will then present their speeches to the class. Afterwards, the final task for students to complete is the comparison of two texts, the novel *'The Hate Race'* and the film *'Charlie's Country'*, to analyse how the creators of each have used their differing forms to present the ideas, issues, and themes that are essential to the text.

Common ASSESSMENT TASK	DESCRIPTION
1. U3 AOS 1 SAC for Reading and Creating	A creative response to a studied poetry text, with a written explanation.
2. U3 AOS 1 SAC for Reading and Creating	An analytical essay response to the studied text <i>The Women of Troy</i> , a classical Greek play.
3. U3 AOS 2 SAC for Analysing Language	A written comparative language analysis of multiple persuasive texts from a contemporary issue.
4. U4 AOS 2 SAC for Presenting Language	An oral presentation in the form of a persuasive speech on a contemporary issue, with a written explanation.
5. U4 AOS 1 SAC for Reading and Comparing	A written comparative analytical essay in response to two texts – the novel <i>The Hate Race</i> and film <i>'Charlie's Country'</i> .
#6. External Exam	The external examination organised by VCAA for all Unit 3-4 students in Victoria.

VCE Unit costs - refer to pages 13 - 20

VCE Literature (Units 1 & 2)

Featured Learning Area

English

COURSE DESCRIPTION

Unit 1 – Designed to introduce students to a close study of texts that are deemed as possessing literary merit, drawing their awareness to their views and values as readers, before progressing to a close study of range of texts from within a literary genre.

Unit 2 – Having established an awareness of themselves as readers during Unit 1, Unit 2 then invites students to explore Australian literature, with a particular focus on First Nations voices. This is then contrasted with a study of text from a different context, often one considered a ‘classic’ to conclude the unit.

SAC	DESCRIPTION
Unit 1	
AoS1; Oral presentations	Reading practices
AoS2; Essay response	Exploration of literary genres and movements
Unit 2	
AoS1; Passage Analysis	Voices of Country
AoS2; Passage Analysis	The text in its context

Food Studies Unit 1 & 2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Unit 1: FS011 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. They 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 food-producing region of the world.

Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. They first focus on commercial food production industries, and then 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.

VCE Unit costs - refer to pages 13 - 20

Food Studies Unit 3

In this unit students investigate the many roles and everyday influences of food. They explore 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 (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Students then move onto focus 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.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Unit 3 AOS 1 SAC	a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research enquiry or case study analysis
2. Unit 3 AOS 2 SAC	a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research inquiry or case study analysis
3. School based Exam	An examination of all topics studied for the semester.

VCE Unit costs - refer to pages 13 - 20

Food Studies Unit 4

Students examine debates about Australia’s food systems as part of the global food system and describe key issues relating to the challenge of adequately feeding a rising world population. They look at 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.

Students also 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.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Course assessment

Common ASSESSMENT TASK	DESCRIPTION
4. Unit 4 AOS 1	a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Dietary Guidelines AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis pr case study analysis
5. Unit 4 AOS 2	a research enquiry report that includes a selected food-related topic based on a range of practical activities explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.
6. External exam	an examination of all topics studied in both Unit 3 and 4

VCE Unit costs - refer to pages 13 - 20

Geography Unit 1 & 2

Unit 1: Hazards and Disasters

In this unit, students investigate two contrasting types of hazards that can cause harm to people and/or the environment, as well as how people respond to them when they occur. Hazards are classified as either geological, hydro-meteorological (weather), disease, or technological ones. Hazards that students may study include localised ones such as fast-moving traffic or coastal erosion, to the more regional or global issues of drought or infectious disease. Students will examine the processes involved with hazardous events, from the causes to impacts, as well as the interconnections between human activities and natural phenomena. Human responses to hazards, including how to reduce vulnerability, are also investigated.

Unit 2: Tourism

In this unit, students will then investigate the characteristics of tourism, in terms of how it has developed, the forms that it takes, how it changes over time, and also the impact of tourism on people, places and environments. Students will select contrasting examples of tourism from Australia and the world to use as case studies. This study of tourism will look at the local, regional, and global levels to identify how the interconnections of climate, landforms, and culture develop the unique character of a place and then attract tourists. The impact of a significant growth in tourism on local areas is also explored, as well as how this growth can be managed to protect the environment as well as sustain jobs.

This course will include fieldwork excursions to a range of locations.

Course assessment

UNIT 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Hazards	A fieldwork report on a local, regional, or global hazard.
AOS 2 SAC for Response to Hazards and Disasters	A case study or report on a hazard of the student's choice, which includes an investigation of how humans responded to the issue.
Semester 1 Exams	Term 1 and Semester 1 Exams

UNIT 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Tourism	A SAC of structured questions and case studies, where students respond to prompts.
AOS 2 SAC for Impact of Tourism	A fieldwork report on how tourism has impacted a specified location.
Semester 2 Exams	Term 3 and Semester 2 Exams

VCE Unit costs - refer to pages 13 - 20

History – Twentieth Century History Unit 1 & 2

Unit 1: Twentieth Century History 1918-1939

Students begin their VCE History studies with a focus on the international events, ideologies, and movements that occur throughout the world in the aftermath of WWI, through to the causes of WWII. Students will investigate the impact of the Great War treaties which redrew the map of Europe, as well as the limitations of the League of Nations in preventing further conflict. There will also be an exploration of how well democracy is able to replace monarchies in an environment when the new ideologies of communism, socialism, and fascism are also becoming more popular in countries such as Russia, Italy, Spain and Germany, while at the same time, militarism rises in Japan and the USA pursue policies of isolationism during a time of social upheaval and economic depression.

Unit 2: Twentieth Century History 1945-2000

In Unit 2, students then proceed to focus on how the world adapts to the aftermath of WWII in Europe and the Pacific, as new challenges arise and there are significant changes to political, economic, and social arrangements in the second half of the twentieth century. Students will learn about how the establishment of the United Nations in 1945 and the Universal Declaration of Human Rights in 1948 intended to improve on the League of Nations' attempts to maintain international peace, as well as protect people from some of the atrocities of the Second World War. Students will then study the move of multiple countries towards independence, as the former empires lose their colonies across the globe, before examining how other social movements such as civil rights, feminism and environmentalism dominated the last half of the twentieth century.

This course includes an excursion to the Vietnam Museum.

Course assessment

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Ideology and Conflict	A written test of structured questions on the competing ideologies of Europe and the causes of WWII.
AOS 2 SAC for Social and Cultural Change	A written analysis of primary sources and historical interpretations of the social and cultural changes in the 1920s and 1930s.
Semester 1 Exams	A Term 1 and Semester 1 exam.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Competing Ideologies	An historical essay on the competing ideologies between world powers during the Cold War.
AOS 2 SAC for Challenge and Change	An historical inquiry into how two movements challenged and changed their nations.
Semester 2 Exams	A Term 3 and Semester 2 exam.

VCE Unit costs - refer to pages 13 - 20

History – Revolutions Unit 3 & 4

Unit 3 and 4

Students will study two significant revolutions: the French Revolution of 1789 and the Russian Revolution of 1917, with each semester focusing on a different one. Revolutions are the great upheavals which mark deliberate attempts by people at turning their society into a new direction, after breaking with the past by destroying existing regimes and embarking on a program of political transformation.

For each topic, students will start with an examination of the long-term causes and short-term triggers of the revolution, to identify how significant events, ideas, individuals, and popular movements all interplay to create revolutionary outbreaks. This includes a study of how new political ideologies, such as the enlightenment for France, and Leninism for Russia, spark change, as well as how the intended and unintended actions of certain individuals brought their societies to the brink of revolution. Students also consider and evaluate a range of historical interpretations about the causes of revolution and explain why historians place differing emphases on the roles of events, ideas, individuals, and popular movements.

Once the course has covered the beginnings of the revolution, students focus on the aftermath and consequences of these events, to evaluate the extent to which it brought change to society. There is no guaranteed success when a revolution is begun, therefore students examine the challenges which confront the new regimes after the initial outbreak of revolution and evaluate the ability of the new regime's responses to these challenges, especially when there are civil wars or counter-revolutions. The consequences of these challenges can result in the new regimes compromising their ideological principles, as the leaders become more authoritarian and initiate severe policies of social control to stay in power. In analysing this past, students will engage with a range of historical perspectives and study the experiences of those everyday people whose lives are fundamentally changed.

Course assessment

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the French Revolution	A written analysis of historical primary sources and an evaluation of historical interpretations.
AOS 2 SAC for the French Revolution	Structured questions and prompts to evaluate the social and political changes of the revolution.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Russian Revolution	A written essay on the causes of the Russian Revolution.
AOS 2 SAC for Russian Revolution	An historical inquiry into the aftermath of the Russian Revolution.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

VCE Unit costs - refer to pages 13 - 20

Health & Human Development Unit 1 - 3

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts. The subject cost includes an excursion.

Unit 1: HH011 Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of 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. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: HH033 Australia's Health in a Globalised World

This unit explores health, wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analysis and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

Course assessment unit 3

Common ASSESSMENT TASK	DESCRIPTION
Understanding health and wellbeing	The student's performance on each outcome is assessed using one or more of the following: A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast
Promoting health and wellbeing	A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis

Health & Human Development Unit 4

Unit 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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 the burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students 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 capacity to take action.

Course assessment unit 4

Common ASSESSMENT TASK	DESCRIPTION
Health and wellbeing in a global context	The student's performance on each outcome is assessed using one or more of the following: A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast
Health and the sustainable development goals	A visual presentation such as a graphic organiser, a concept/mindmap, an annotated poster, a digital presentation Structured questions, including data analysis

VCE Unit costs - refer to pages 13 - 20

Indonesian Units 1 and 2

Subject Name	Indonesian as a Second Language Units 1
Featured Learning Area	Languages

Course description

The study of Indonesian contributes to the development of communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students to become global citizens; being comfortable with and open to different ways of thinking, acting and interacting in the world. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. A broad range of social, education and employment opportunities in a wide variety of fields result from the study of a language in VCE.

In Units One and Two of Indonesian, students develop a deeper understanding of the language and cultures of Indonesian-speaking communities through the study of topics selected from the themes: 'The Individual', 'Indonesian-Speaking Communities' and 'The World Around Us'. Topics are selected to suit student interests, stage of language development, and to reflect current events.

Students access and share useful information on the chosen topics and develop their vocabulary, grammar knowledge and language skills. They focus on analysing aspects of culture through visual, spoken and written texts. They reflect on the connections between language and culture, and how this impacts language use, meaning and understanding depending on the context and audience. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian and develop a deeper cultural understanding. They will use stories, films, songs, photographs, conversations, interviews, technology and written and recorded texts to acquire these skills and explore this knowledge.

Course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Unit 1 AOS1	Interpersonal Communication - Informal, personal spoken interaction.
2. Unit 1 AOS2	Interpretative Communication - Interpret information from spoken, written or visual texts and respond in writing.
3. Unit 1 AOS3	Presentational Communication - Explain an aspect of culture in a written presentation.
Common ASSESSMENT TASK	DESCRIPTION
4. Unit 2 AOS 1	Interpersonal Communication - Respond in writing to spoken, written or visual texts.
5. Unit 2 AOS2	Interpretive Communication - Analyse and use information from written, spoken or visual texts in a written response.
6. Unit 2 AOS 3	Presentational Communication - Explain an aspect of culture in an oral presentation.
7 End-of-year-Exam	Assessment of listening, reading and writing skills.

VCE Unit costs - refer to pages 13 - 20

Indonesian Units 3 and 4

Course description

In Units Three and Four, students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian. Topics from the prescribed themes: 'The Individual', 'Indonesian-Speaking Communities' and 'The World Around Us', are selected to suit student language development level, personal interests, and to reflect current events. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consider cultural perspectives and explain personal observations. They access and share useful information on the topics and consolidate and extend language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices and perspectives of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian cultures can be applied in a range of contexts, such as further study, travel, business, or community involvement. They consider how culture, place and time influences values, attitudes, and behaviours and how the knowledge of more than one culture can influence the way we relate to each other in the world.

Students will broaden their Indonesian language skills by reflecting on and responding to a range of texts such as stories, films, songs, images, conversations, interviews, Indonesian websites, news articles and audio texts in Indonesian.

Course assessment

Common ASSESSMENT TASK	DESCRIPTION
#1. Unit 3_AOS1	Interpersonal Communication – Negotiate a solution to a personal issue in a 3-4 minute role-play.
#2. Unit 3_AOS2	Interpretative Communication – Interpret information from texts and respond in writing.
#3. Unit 3_AOS3	Presentational Communication – Express ideas through a 250 word personal, informative or imaginative piece of writing.

Common ASSESSMENT TASK	DESCRIPTION
#4. Unit 4_AOS1	Interpersonal Communication – Share information and respond to questions about an aspect of culture in a 3-4 minute interview.
#5. Unit 4_AOS2	Interpretive Communication - Analyse information from written, spoken and visual texts in a 250-word written response.
#6. Unit 4_AOS3	Presentational Communication – A 300 word evaluative or persuasive written piece on an issue.
#7. Written Exam	External assessment – 2 hours plus reading time
#8. Oral Exam	External assessment – 15-minute conversation and discussion on a chosen topic

VCE Unit costs - refer to pages 13 - 20

Legal Studies – Units 1 and 2

Unit 1: LS011 Guilt and Liability

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: LS022 Sanctions, Remedies and Rights

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country and learn about possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for Legal Foundations	A report on foundational legal concepts and terminology.
AOS 2 SAC for Presumption of Innocence	A written test of structured questions in response to legal scenarios and case studies.
AOS 3 SAC for Civil Liability	An annotation of civil law case studies from the media.
Semester 1 Exams	Term 1 and Semester 1 exams.
Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Sanctions	A folio of exercises related to real criminal cases from Victoria, with a presentation to the class.
AOS 2 SAC for Remedies	A written test of structured questions in response to legal scenarios, with an extended response.
AOS 3 SAC for Rights	A research task comparing Australia's political and legal system with that of another democracy.
Semester 2 Exams	Term 3 and Semester 2 exams.

VCE Unit costs - refer to pages 13 - 20

Legal Studies - Units 3 and 4

Unit 3: LS033 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 justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: LS034 The People and the Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students 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 law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios. This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the Victorian Criminal Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
AOS 2 SAC for the Victorian Civil Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the People and the Australian Constitution	A folio of exercises on High Court cases regarding the Australian Constitution.
U4 AOS 2 SAC for the People, the Parliament, and the Courts	A written test of structured questions in response to legal scenarios, with an extended response.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

VCE Unit costs - refer to pages 13 - 20

Mathematics - General Mathematics Units 1 & 2

The areas of study for Unit 1 and 2 of General Mathematics are 'Data Analysis', 'Graphs of Linear and Non-Linear Relations', 'Arithmetic and Number', 'Decision and Business Mathematics', 'Measurement' and 'Geometry and Trigonometry'. These are designed as a preparation for Units 3 and 4 of Further Mathematics, which comprises the Data Analysis module as well as the modules: Geometry and Trigonometry, Discrete Mathematics and Business-related Mathematics. The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the course.

*Note: Unit 1 & 2
General Mathematics
leads to General
Mathematics in
Year 12.*

Unit 1: MA011

This unit introduces Computation and Practical Arithmetic, Financial Arithmetic, Matrices, Graphs and Networks, Investigating and Comparing Data Distributions

Unit 2:

In this unit students extend and refine their skills in the areas of Financial Arithmetic, Number Patterns and Recursion, Linear Graphs and Models, Investigating relationships between two numerical variables.

VCE Unit costs - refer to pages 13 - 20

Mathematics: General Mathematics Units 3 & 4

Further Mathematics has a strong emphasis on using Mathematics in data analysis, business modelling and everyday practical contexts. Students are expected to be able to apply problem solving techniques and processes as well as statistical analysis techniques to a wide variety of situations and application tasks including; univariate and bivariate data, networks, business modelling and matrices, Geometry and Trigonometry.

A strong emphasis on the use of Graphics calculators and other statistical and graphing packages is incorporated into all areas of study. Further Mathematics Units 3 and 4 provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have completed Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Unit 3: MA033

The topics learned about in this unit are:

Data analysis and Recursion and financial modelling. Data analysis covers the calculation of statistics to describe data sets and the differences between data sets and analysis of trends to make predictions. Recursion and financial modelling, covers the use of mathematical models and technology to model and analyse a range of financial situations, and solve related problems.

Unit 4

The topics learned about in this unit are Matrices and Networks and decision mathematics. Matrices covers the arithmetic used with matrices and the use of matrices to model a range of situations and solve related problems. Networks and decision mathematics covers the representation of different kinds of networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

VCE Unit costs - refer to pages 13 - 20

Mathematics - Mathematical Methods CAS

Mathematical Methods CAS provides students with a range of mathematical techniques that are commonly used in analytical and problem-solving situations. Students are exposed to opportunities to apply mathematical techniques, routines and processes involving Rational and Real Arithmetic, Algebraic Manipulation, Equation Solving, Graph Sketching, Calculus and Theoretical Probability with and without the use of technology. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of Mathematics, and in related assessments, is incorporated throughout the course and is required for the successful completion of the course. The study comprises four units: 1: Functions and Graphs, 2: Algebra, 3: Rates of Change and Calculus, and 4: Probability.

Unit 1: MA011

This unit provides an introduction to functions and relations, as well as new notation to describe them, the concept of domain and range, algebraic techniques to solve linear and quadratic equations. Students are also introduced to the power functions and their transformations. Students apply these to an introductory understanding of the theory and language of probability.

Unit 2:

This unit focuses on the introduction of Calculus as the mathematical study of change. Students learn differentiation and simple anti differentiation of power functions and their applications. Students extend their knowledge of trigonometric, exponential and logarithmic functions and apply them to a range of analytical situations. This unit also includes a study of counting techniques and how they can be applied to probability.

Unit 3: MA033

This unit focuses on developing a more rigorous understanding of the functions examined in Year 11 and their transformations and analytical applications. Students revise and refine the algebraic techniques associated with those functions. Students also extend their knowledge of calculus to extend to all functions studied in Year 11 and are introduced to the use of anti- differentiation as a method of evaluating area.

Unit 4:

This unit primarily focuses on the use of Calculus, particularly integration, in problem solving and analytical situations. This unit also comprises the study of probability extended from Year 11, examining the properties of discrete and continuous probability distributions and their properties.

VCE Unit costs - refer to pages 13 - 20

Music Units 1 & 2

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators, and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt, and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Unit 1 – Organisation of music

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

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

Unit 2 – Effect in music

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

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

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.

Unit 1 & 2 ASSESSMENT

School Assessed Coursework	DESCRIPTION
Unit 1: Organisation of Music	
Area of Study 1: Performance	Performances of at least two works a discussion of the challenges presented by these works
Area of Study 2: Creating	aural, oral, written and practical tasks
Area of Study 3: Analysing and responding	composition and/or improvisation exercises and accompanying discussion
Unit 2: Effect in Music	
Area of Study 1: Performance	Performances of at least two works a discussion of the challenges presented by these works
Area of Study 2: Creating	aural, oral, written and practical tasks
Area of Study 3: Analysing and responding	composition and/or improvisation exercises and accompanying discussion

VCE Unit costs - refer to pages 13 - 20

Music Contemporary Performance Units 3 & 4

Unit 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Common ASSESSMENT TASK Unit 3 & 4	DESCRIPTION
AoS1: Performing	In this area of study, students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works. They investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.
AoS2: Analysing for Performance	In this area of study, students focus on the processes of analysis and practices that they undertake to develop their performances. This includes investigating how interpretation and a sense of personal voice may be developed in performance. Research materials may include musical scores, recordings and live performances, texts, digital sources and critical discussion with other musicians.
AoS3: Responding	In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance.

VCE Unit costs - refer to pages 13 - 20

Outdoor and Environmental Studies Unit 1 -4

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

NOTE:

Students usually study Unit 1 and 2 Outdoor and Environmental Studies in Year 10 even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11 even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Unit 1: OES011 Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Practical Activities for Units 1 and 2 will include 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

Unit 3: OES033 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

VCE Unit costs - refer to pages 13 - 20

Physical Education Unit 1 & 2

Unit 1:

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

They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Common ASSESSMENT TASK	DESCRIPTION
How does the musculoskeletal system work to produce movement?	The student's performance on each outcome is assessed using one or more of the following: A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis
How does the cardiorespiratory system function at rest and during physical activity?	

Unit 2:

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Common ASSESSMENT TASK	DESCRIPTION
What are the relationships between physical activity, sport, health and society?	The student's performance on each outcome is assessed using one or more of the following: A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis
What are the contemporary issues associated with physical activity and sport?	

Physical Education Unit 3

Unit 3:

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movementskills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement inphysical activity, sport and exercise.

They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Course assessment

Common ASSESSMENT TASK	DESCRIPTION
How are movement skills improved?	Structured questions that draw on primary data, which analyses a movement skill using biomechanical and skill acquisition principles.
How does the bodyproduce energy?	A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
	A response in one or more of the following forms, which focus on energy systeminterplay, fatigue and/or recovery. a practical laboratory report a case study analysis a data analysis a critically reflective folio/diary of participation in practical activities a visual presentation a multimedia presentation structured questions

VCE Unit costs - refer to pages 13 - 20

Physical Education Unit 4

Unit 4:

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

Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from an theoretical perspective.

Course assessment

Common ASSESSMENT TASK	DESCRIPTION
What are the foundations of an effective training program?	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness
How is training implemented effectively to improve fitness?	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study
	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: a case study analysis a data analysis structured questions.

VCE Unit costs - refer to pages 13 - 20

Physics

Physics is a theoretical and empirical Science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. This understanding has significance for the way we understand our place in the universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics. The knowledge gained through Physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources.

Unit 1: PHY011 What Ideas Explain the Physical World?

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe

Unit 2: Do Experiment Reveal About the Physical World?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question through a student designed Practical Investigation.

Unit 3: PHY033 How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables:

the role a person's attitude, perception of themselves and relationships with others influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research. A student practical investigation related to internal and external influences on behaviour is undertaken.

VCE Unit costs - refer to pages 13 - 20

Product Design and Technology

Product Design is a solution-focused subject where students learn to work like designers in industry to solve design problems for end users. They will learn how to engage with the diverse needs and opportunities of individuals, society and the environment using innovative and creative design thinking. Students focus their work using the Design Process, enabling them to identify real design problems and then research, design, develop, manufacture and evaluate products, creating real solutions to the problems.

Unit 1 – Design Practices

Students work independently and collaboratively to design and manufacture a product that solves a real-world design problem. They explore how designers research and use critical and creative thinking skills. Students design and prototype ideas, using a range of hand, machine and computer aided design skills. They test materials, tools and processes and propose a final design which they then manufacture and evaluate.

Unit 2: Positive Impact for End Users

In this unit, students begin to examine the broader design needs of members of our community, both locally and further afield. They will explore physical and social inclusion, and the role design can play in this. Students will develop a profile of an end user and design and make a product that will have a positive impact on their life. They will explore cultural influences on design, how Aboriginal and Torres Strait Islander peoples design and produce products and the impact of sustainability practices in contemporary design.

Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1 : Design Practices AoS1: Developing and conceptualising designs AoS2: Producing and evaluating a redeveloped product	Design Folio and manufactured product (AoS 1&2): Write a project brief to solve a real design problem. Work collaboratively to research, design and develop ideas and build prototypes to solve the problem. Create working drawings and plan production. Manufacture and evaluate the final product.
Unit 2: Positive Impact for End Users AoS1: Opportunities for positive impacts for end users AoS2: Producing and evaluating within a team AoS3: Cultural influences on design	Design Folio and manufactured product (AoS 1&2): Research products that allow the inclusion of all users. Work with an end-user to solve a specific need by designing and making a product that improves wellbeing. Explore how design is used in industry. Report/presentation (AoS 3): How culture influences design, including that of Aboriginal/Torres Strait Islander peoples.

VCE Unit costs - refer to pages 13 - 20

Product Design and Technology

Unit 3 : Ethical product design and development

In this unit, students research a real person, need or opportunity with the view to designing an ethical product through problem-based design work. They research, design and prototype design ideas and develop a final proof of concept for a product that addresses the need of the chosen end user. Students then plan the manufacture of the final product. Students also investigate sustainable design methodologies and contemporary manufacturing practices, along with their impact on modern industrial and commercial practices, through the analysis of current products.

Unit 4: Product Development and Evaluation

In this unit, students use safe work practices to manufacture and evaluate the product they designed in Unit 3. They use a wide range of tools, machines and processes and monitor and record the implementation of their production plan. Students make modifications as necessary and justify those changes. They evaluate their completed product using criteria to collect data and feedback, including from the end user. Students analyse a range of existing products and investigate how designers can be future focussed by using innovation and entrepreneurial techniques to enhance their work.

Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3 : Ethical product design and development AoS 1: SAC – Influences on design, development and production of products (10%) AoS 2: SAT – Investigating opportunities for ethical design and production. AoS 3: SAT – Developing a final proof of concept for ethical production	Case study/multi-media presentation/research task (AoS 1 SAC): Manufacturing methods in industry. Sustainable design frameworks. Technology in manufacturing eg; AI, CAD/CAM. Robotics. New, emerging and alternative materials & technologies. Design Folio and manufactured product (AoS 2&3 SAT): Create a design brief and undertake research. Design and prototype concept and develop a final design. Investigate materials and production processes. Plan manufacture and conduct risk assessments.
Unit 4: Product Development and Evaluation AoS 1; SAT – Managing production for ethical designs AoS 2; SAC – Evaluative and speculative design (10%) VCE assessment: Unit 3 AoS 1 SAC = 10% Unit 4 AoS 2 SAC = 10% Unit 3 AoS 2&3 + Unit 4 AoS 1 SAT = 50% Final exam = 30%	Design folio and manufactured product (AoS 1 SAT): Use the Unit 3 production plan to build the product. Use a wide range of tools, machines and processes. Document all activities and suggest modifications. Manage risks and set goals. Data analysis/multi-media presentation/product analysis/research task (AoS 2 SAC): Evaluate the completed product against others and make evidence-based suggestions for improvements. Understand the role of research and development and market research in industry. Explore the role of new and emerging technologies in product development.

VCE Unit costs - refer to pages 13 - 20

Psychology Units 1 & 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour

and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

Unit 1: How are behaviour and mental processes shaped?

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

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

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

VCE Unit costs - refer to pages 13 - 20

Psychology – Unit 3 & 4

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social **factors** that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is wellbeing supported and maintained?

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

VCE Unit costs - refer to pages 13 - 20

Systems Engineering - Units 1 & 2

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills. In VCE Systems Engineering, students work as engineers to develop and produce solutions to real problems. Students will learn about mechanical and electro technologies including coding and robotics. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Unit 1 – Electro Technological Systems Design

In this unit, Students are introduced to electro technological engineering concepts and principles such as feedback systems, sensors, circuit diagrams, microcontrollers and programming. Students actively engage in hands-on creation of operational systems using the systems engineering process, with a specific emphasis on electro technological systems, which may also incorporate mechanical components. This process not only fosters technical expertise but also develops project management skills, as students learn to plan, organise resources, and carry out projects within specified timelines. This unit also explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it.

Unit 2 – Mechanical Systems Design

In this unit, students explore developments in mechanical systems engineering, incorporating the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. They also examine fundamental mechanical engineering principles, concepts and components, as they relate to systems that include the 6 simple machines (lever; inclined plane; pulley; screw; wedge; and wheel and axle). Students analyse the components and materials essential for operational, controlled mechanical systems. By applying the systems engineering process, students create mechanical systems that reflect inclusive design principles.

Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1; Electro Technological Systems Design AoS1; Electro Technological Systems Design and Society AoS2; Creating Electro Technological Systems Design	Short written report Design Folio Finished product and records of production
Unit 2; Mechanical Systems Design AoS1; Evolution of Mechanical Systems Design AoS2; Creating Mechanical Systems	Short written report Design Folio Finished product and records of production

VCE Unit costs - refer to pages 13 - 20

Systems Engineering - Units 3 & 4

Unit 3 – Ethical Systems Design

In this unit students study engineering principles to explain physical properties and functionality of integrated and controlled systems. They design and plan an operational, mechanical and electro technological integrated and controlled system that considers ethical design. Students also learn about the technologies used to harness energy sources to power engineered systems.

Unit 4 – Systems production and innovative technologies

In this unit, students complete the creation of mechanical and electro technological integrated and controlled systems that consider ethical design. They researched, designed, planned and began production of these systems in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and speculate on their potential future impacts.

Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3; Ethical Systems Design AoS1; Integrated and controlled system principles and design AoS2; Clean energy technologies	Short written report Design Folio Finished product and records of production
Unit 4; Systems Production and Innovative technologies AoS1; Producing and evaluating integrated and controlled systems AoS2; New and emerging technologies	Short written report Design Folio Finished product and records of production

VCE Unit costs - refer to pages 13 - 20

Visual Communication Design

Visual Communication Design is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design). Students work with computers and more traditional hands-on techniques and processes to allow for the development of design solutions to a wide range of creative challenges. Drawing is a particular skill that is developed, allowing students to communicate their ideas effectively through visual means.

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe, and they use drawing methods to explore their own ideas.

Unit 2: Applications of Visual Communication Within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in the designated design fields of communication, environmental and industrial design.

Course assessment

UNIT 1 Assessment	Description
Drawing as a Means of Communication	Turn your favourite piece of technology into some detailed promotional drawings, both manually and digitally.
Design Elements and Design Principles	Design an identity for a client; e.g. café, mechanic or nursery, to identify their business and provide information about them.
Visual Communications in Context	Research the social and cultural significance of poster designs from historical periods.
UNIT 2 Assessment	Description
Technical Drawing in Context	Convert an old shipping container into a shelter for the homeless. Using the same proportions as a shipping container, develop plans and elevations to the appropriate scale and correctly detail to Australian Standards.
Type and Imagery in Context	Manually create type forms from any found objects. Wire, school ties, stones, flowers all serve as units for manipulation and combination.
Applying the Design Process	Design a compact, multi-use cutlery set for camping, outlining constraints such as the need for it to be lightweight and easy to store.

VCE Unit costs - refer to pages 13 - 20

Victorian Certificate of Education Vocational Major

The VCE Vocational Major (VM) is a senior secondary vocational and applied learning program undertaken throughout Years 11-12. It is designed to be completed over a minimum of two years and gives students 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:

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

VCE (VM) requires students to have excellent time management skills to successfully manage the compulsory units as the students are required to spend:

- one day in a workplace
- one day in industry training (VET program)
- three days at school undertaking VCE (VM) subjects

How do I achieve my VCE Vocational Major?

To complete the VCE VM, you need to successfully complete at least 16 units. This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 3 other Unit 3 and 4 sequences of your choice
- VET at a Certificate II level or above (180 nominal hours).

You will also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning.

What will I get if I achieve my VCE Vocational Major?

When you finish your studies, you'll get:

- a Statement of Results from the VCAA
- a Statement of Attainment from your VET training provider (if you completed any VET units)
- your VET qualification (if you completed one)
- your Victorian Certificate of Education with the additional words 'Vocational Major'.

Students who don't complete the certificate will receive a Student Achievement Profile summary that lists all their achievements.

What is a Statement of Attainment?

A Statement of Attainment is provided by your TAFE or other VET training organisation. The statement lists all units passed for courses recognised within the Australian Qualifications Framework (AQF).

How will I be assessed for VCE Vocational Major?

Each VCE (VM) unit of study has specified learning outcomes. The VCE (VM) studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE (VM) Unit 3–4 sequences, and VCE (VM) studies do not receive a study score. If a student wishes to receive study scores, they will be directed to undertake VCE studies and scored VCE VET programs that contain both internal and external assessment components. The VCE (VM) studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Completing the VCE (VM) requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE (VM), students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results. Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

What content is covered in the VCE Vocational Major subjects?

Literacy

In this subject, you will improve your reading, writing, speaking and listening skills in a broad variety of situations, so that you can collect and share information effectively. You will analyse and interpret print, visual, spoken, digital and multimedia information, improving your ability to understand and create effective communications. This subject will help you develop confidence in your written and spoken communication skills. This will prepare you to succeed in a variety of settings, including at work.

Work Related Skills

This subject helps you succeed in the rapidly changing world of work and study. You will explore different career options, develop a career action plan, and build job-seeking skills. You will learn about healthy and safe workplaces, your rights at work, and how to support the people you work with. You will build communication and teamwork skills and learn how to negotiate important workplace relationships. You will also identify your personal strengths and learn how to promote these in applications and interviews. You will create a professional portfolio for further education and job applications.

Personal Development Skills

In this subject, you will learn how to play an active role in your community. You will also create a deeper understanding and sense of your identity and your place in the world. You will explore how communities work together on a local, national, and global scale. You will apply this by planning a project to help your own community, in a group with other students. This subject will also help you learn about and build your emotional intelligence, social awareness, and leadership qualities. These relationship skills will help you succeed in the workplace, in further learning like university or TAFE, and in your personal life.

VCE Mathematics

Students are to select Foundation Math **or** General Math as a part of their VCE VM program. Please refer to the VCE Mathematics section in this guide.

Please note, if you select Certificate II or III Electrotechnology as your VET, it is recommended you select General Math as a minimum.

Can I complete a school-based apprenticeship or traineeship as part of my VCE – Vocational Major program?

Yes. A school-based or part-time apprenticeship or traineeship (SBAT) can be included in your VCE (VM) program. Please refer to the section on SBATs in this guide.

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option to complete your studies.

It's designed for students who, for various reasons, aren't able or ready to complete the VCE or VCE VM.

The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years. You can work out the best time for you to start and finish the VPC with your school. The coursework is delivered at a more accessible level than the VCE and VCE VM. Your teachers assess your progress through classroom activities.

The VPC is not an option for all students and will be recommended by your school to meet the needs of a specific student, decided in partnership with the student, parent and the school.

Vocational Education and Training in Secondary Schools (VET)

What is VET

VET in secondary school stands for Vocational Education and Training. It refers to courses and programs that provide students with practical skills and knowledge related to specific industries or trades—like hospitality, construction, IT, business, or health services—while they're still in high school.

Studying VET as part of a Senior Program gives students a headstart on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

Key points about VET in secondary school:

- Hands-on learning: Focuses more on practical, job-ready skills than academic theory.
- Real qualifications: Students can earn nationally recognised certificates (like Certificate I, II, or III).
- Dual focus: VET can count toward a student's senior secondary certificate both VCE and VCE/VM and sometimes toward an apprenticeship or further training.
- Pathways to work or further study: Helps students move into apprenticeships, TAFE, or entry-level jobs after school.

The VCAA website **“Get VET”** offers a comprehensive list of resources, videos and other relevant information to see if VET is right for you.

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>



Possible VET opportunities

Please click on links for more information these are some of the VETs available

VET Subject	Location	Link
Certificate II in Apparel, Fashion & Textiles	Elisabeth Murdoch College	Certificate II in Apparel, Fashion & Textiles
Certificate III in Acting	Elisabeth Murdoch College	Certificate III in Acting
Certificate II in Agriculture	Elisabeth Murdoch College	Certificate II in Agriculture
Certificate II in Animal Care	Foundation Learning Centre Peninsula Campus	Certificate II in Animal Care
Certificate II in Building & Construction	Somerville Secondary College	Certificate II in Building & Construction (Pre-apprenticeship)
Certificate III in Business	Chisholm	Certificate III In Business
Certificate II in Community Services	Foundation Learning Centre Peninsula Campus	Certificate II in Community Services
Certificate II in Dance (Cert III partial completion)	Elisabeth Murdoch College	Certificate II in Dance
Certificate III in Aviation (Remote Pilot)	Elisabeth Murdoch College	Certificate III in Aviation (Remote Pilot)
Certificate III in Early Childhood Education & Care	Elisabeth Murdoch College	Certificate III Early Childhood Education & Care
Certificate II in Electro-technology (Career Start)	Somerville Secondary College	Certificate II in Electro-technology (Career Start)
Certificate III in Equine Studies	Dromana College	Certificate III in Equine Studies
Certificate III in Health Services Assistance	Elisabeth Murdoch College	Certificate II and III in Health Services Assistance
Certificate III in Interior Decoration (Retail)	Elisabeth Murdoch College	Interior Decoration Retail
Multi-Industry Pathway Program	Somerville Secondary College	YEAR 10 - Multi-Industry Pathway Program
Certificate III in Music Industry (Performance)	Mt Eliza Secondary College	Certificate III in Music (Performance)
Certificate III in Music Industry (Sound Production)	Mt Eliza Secondary College	Certificate III in Music (Sound Production)
Certificate II in Plumbing	Somerville Secondary College	Certificate II in Plumbing
Certificate II in Public Safety (SES)	McClelland College	Certificate II in Public Safety (SES)
Certificate II in Salon Assistant	Elisabeth Murdoch College	Certificate II in Salon Assistant
Certificate II in Retail Cosmetics	Foundation Learning Centre	Certificate II in Retail Cosmetics
Certificate III in Beauty Services	Casey College of Beauty Therapy	Certificate III Beauty Services
Certificate II In Automotive Vocational Preparation	Chisholm	Certificate II Automotive Vocational Preparation
Certificate II in Computer Assembly and Repair	Chisholm	Certificate II In Computer Assembly And Repair
Certificate II In Engineering Studies	Chisholm	Certificate II in Engineering Studies
Certificate III In Business	Chisholm	Certificate III In Business
Certificate III In Design Fundamentals Photography	Chisholm	Certificate III in Design Fundamentals
Certificate III in Emerging Technologies	Chisholm	Certificate III in Emerging Technologies
Certificate III In Legal Services	Chisholm	Certificate III in Legal Services
Certificate III In Screen And Media	Chisholm	Certificate III in Screen and Media
Certificate III In Sport, Aquatics And Recreation	Chisholm	Certificate III in Sport, Aquatics and Recreation
Certificate III In Visual Arts	Chisholm	Certificate III in Visual Arts

Please click on links for more VET Courses and their information

[FMPLLEN VET delivered in FMP Secondary Schools 2026](#)

[Chisholm VET Delivered to Secondary Students](#)

Structured Work Placement (SWL)

What is SWL

Structured Work Placement (SWP) is a planned and organised opportunity for students—in VCE/VM—to gain real-world experience in a workplace that is relevant to their course or career interests.

Key Features of Structured Work Placement:

- **Planned Learning Goals:** The placement is designed with specific learning outcomes in mind, aligned with what the student is studying.
- **Real Workplace Environment:** Students work in an actual business or organisation—not just in a simulated setting.
- **Supervised by a Mentor:** An employer or staff member typically guides the student through tasks and provides feedback.
- **Assessment or Reflection:** Students are asked to complete a journal, report, or presentation to reflect on what they've learned.
- All VCE/VM students must complete SWL

School Based Apprenticeships and Traineeships (SBAT)

What is an SBAT

SBAT stands for School based Apprenticeships and traineeships. This is where you can complete a qualification with ~~paid~~ work experience as part of your senior school program – VCE Vocational Major only.

You can commence an apprenticeship or traineeship while you are at school and receive credit towards your VCE – Vocational Major. Apprenticeships and Traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation. A SBAT is also referred to as a Part-time Apprenticeship or Traineeship.

A school-based apprenticeship or traineeship is when you are released from school for a minimum of two days per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week. You get paid at the Apprenticeship Award rate for the hours of work you complete, and anytime completed during your SBAT is time credited when you commence a fulltime apprenticeship. All apprenticeships and traineeships can provide credit towards your VCE Vocational Major.

Things to consider:

- Check the location of your VET/SBAT - You need to be able to get home from your classes. There may be a VET bus available to get you there at an additional cost
- VCE-Vocational Major students must have a VET subject or an SBAT to complete their program.
- Most importantly, VET/SBAT is a great way to get a nationally recognised qualification while you are completing your VCE. You learn real life, industry skills and get a chance to see what a career might be like in your chosen industry.
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If you have any questions, please ring 5973 1000 and ask for the Careers Advisor or you can email Somerville.sc@education.vic.gov.au (attention Careers)

Head Start

What is Head Start

Head Start is a program of support for School Based Apprentices and Trainees (SBATs) which is available across all Victorian government secondary schools. Head Start school-based staff support students completing their SBAT and engage regularly with the employer, school, RTO and other stakeholders. SBATs offer students the option of combining:

- part-time employment
- school, and
- training

An SBAT runs under a training contract between a student and an employer. The SBAT training leads to the completion of a nationally recognised VET qualification.

Apprenticeships are available to secondary school students who are over 15 years old and enrolled in years 10, 11 or 12 in their chosen pathway (VCE, VCE VM or VPC). It involves students completing paid on-the-job training with an employer while attending training with their Registered Training Organisation (RTO) and completing their Senior School Certificate.

Traineeships involve structured training arrangements of usually 1 to 2 years' duration which combine paid employment and off-the-job training with an RTO. Traineeships are available in various vocational areas and cover a much wider range of occupations than apprenticeships.

Students can join the Head Start program by talking to their school's career practitioner, who will connect them with their Head Start Coordinator. Before students are formally signed into an SBAT, the Head Start program will support them to complete a workplace trial to make sure the student, their parents, their school and the employer are confident the placement is suitable and best supports their chosen pathway.

For further information on the Head Start program, please visit:
<https://www.vic.gov.au/head-start-apprenticeships-and-traineeships>

or speak to your Head Start Coordinator.

Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	N refers to not satisfactory completion in VCE
NA	Not Assessed
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
S	S refers to satisfactory completion
SAC	School-assessed Coursework
SAT	School-assessed Task
SBAT	School Based Apprenticeship and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VSN	Victorian Student Number
VTAC	Victorian Tertiary Admissions Centre

Glossary

Assessing School	The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also <i>Outcomes</i>).
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
Home School	Refers to the major school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
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.
Recognition of Prior Learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.
Registered Training Organisation (RTO)	An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.
Satisfactory Completion (VCE)	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the program requirements.
School-assessed Coursework (SAC)	A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
School-assessed Task (SAT)	A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
School Based New Apprenticeships (SBNA)	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Semester	One half of the academic year. VCE units are designed to be completed in one semester
Sequence	VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.
Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
Student Number	The unique number assigned to each student enrolled in VCE and VET
Studies	The subjects available in the VCE.
Study Score	A score from zero 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.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
VCE Provider	A school or other organisation authorised to offer the VCE.
Vocational Education and Training (VET)	Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.