2025

Journey To The Future

VCE Subject Selection Handbook

AL SIRAAT COLLEGE | 45 HARVEST HOME RD EPPING 3076

AL SIRAAT COLLEGE

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Introduction

Welcome to the Senior Years at Al Siraat College. This handbook is a guide for students and their parents which outlines the Victorian Certificate of Education (VCE) curriculum at Al Siraat College across Year 11 and Year 12 to assist in choosing a structured course.

By the end of Term 3 in Year 10, students are expected to have made a preliminary choice on the VCE subjects they wish to study in Year 11 and 12. The final course and subject selection decision is made by the College depending on subject availability and ability of student in that subject. This Handbook contains two sections:

Section 1: VCE Information
Section 2: VCE Subject Descriptions

Students will not be permitted to change subject selections after the first 2 weeks of Year 11. Subject changes are approved by the VCE Coordinator and/or Head of Secondary School.

When planning their VCE Study programs, students should first find out the pre requisite requirements of the University courses of study for which they intend to seek admission before making subject selections for Year 11 & 12. Students should make note of the minimum entry requiremnts from Year 10 subjedts to gain entry into some VCE subjets. After satisfying prerequisite requirements and minimum Year 10 entry requirements, students should base their subject selection on two factors – ability and interest.

Students are encouraged to select a variety of VCE and VET subjects with a focus on preparing students to consider a range of possible career options.

Students are strongly advised to also select subjects that they enjoy as this increases their chances of achieving a higher score in subjects they enjoy. Selecting subjects based on scaling is discouraged as it may significantly disadvantage students especially if they select subjects that they are not strong in.

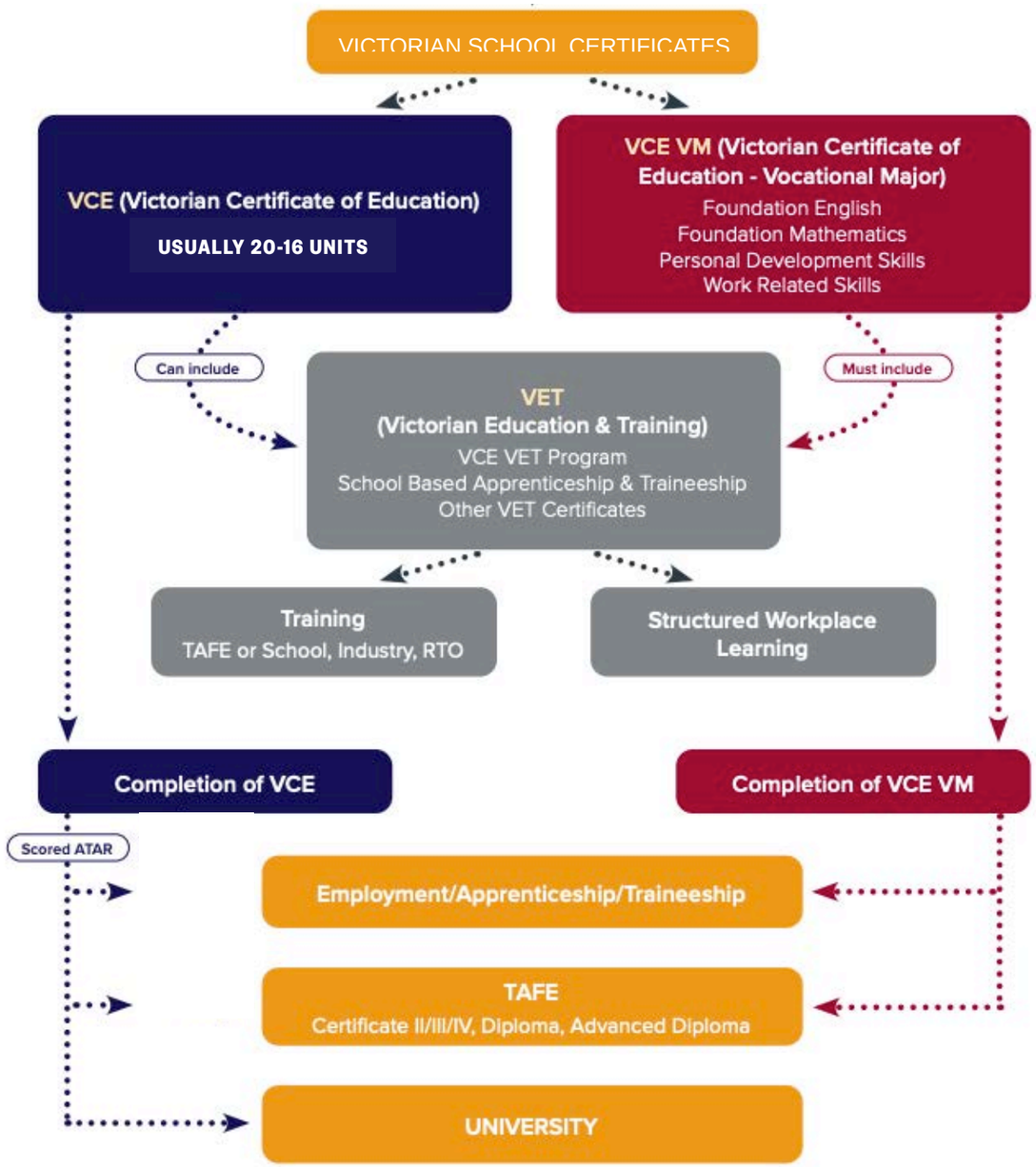
PLANNING A CAREER PATHWAY

In Year 10, students have had the opportunity to explore their career pathways and planning for their future. In planning for their VCE study program, students need to plan a course to follow a pathways plan. Students will be provided with opportunities to develop a Careers Action Plan to assist them in decisions regarding their future career pathways. They are advised to consult with the Careers Counsellor/VCE Coordinator to ensure the selections they make are in line with future study opportunities such as university entry requirements.

Students are encouraged to explore the range of Useful websites contained in this Handbook to assist in planning.

PATHWAYS

SENIOR PATHWAYS



[1] VCE VM Certificate is not currently offered at Al Siraat College.

UNDERSTANDING YOUR PATHWAYS

Victorian Curriculum of Education (VCE)

VCE The Victorian Certificate of Education (VCE) is a senior certificate of education within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

VCE Vocational Major (VM)[1]

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Vocational Education & Training (VET)

Students may include Vocational Education and Training (VET) in their VCE. Students can undertake nationally recognised training through a VCAA approved VCE VET program as an apprenticeship or traineeship or any other VET qualification and may receive credit towards their VCE.

[1] VCE VM Certificate is not currently offered at Al Siraat College.

VCE INFORMATION

The VCE program at Al Siraat College is designed to be undertaken over a minimum period of two years. At Al Siraat College, our students begin their VCE journey in Year 10, providing students a head start and completing at least one VCE subject by the end of Year 11. Each subject offered at VCE is broken up into four semester length units.

VCAA REQUIREMENT FOR VCE COMPLETION

To be awarded the VCE Certificate, students must meet the minimum requirements as stated by the Victorian Curriculum and Assessment Authority (VCAA). To be awarded your VCE at Al Siraat College, students must satisfactorily complete a minimum of 16 units of study.

These must include:

- 3 units from the English studies - (of which two must be a Unit 3 and 4 Sequence)
- 3 other sequences of Units 3 and 4 (6 units)

The Victorian Tertiary Admissions Centre (VTAC) advise that for the calculation of the student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required, in addition to a satisfactory completion of at least 3 other Units 3 and 4 subjects.

Students enrolled in the Ilm Program will be completing 5 Unit 3 and 4 sequences. Ilm students are to refer to the Ilm Handbook for further information about their VCE plan.

ATTENDANCE

In addition to meeting the satisfactory Unit requirements, students must also meet minimum attendance requirements for each subject. All VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time (90%) to complete work.

SCHOOL-ASSESSED COURSEWORK

School Assessed Coursework (SACs) are appropriate learning activities, which enable students to develop the knowledge and skills described in the set of outcomes for each unit.

The activities are tasks that a student would be expected to be doing in relation to what they are studying. These activities may include: practical work, written reports, essays, oral presentations, poster and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, tests, etc.

At Year 11 all students, carry out School Assessed Coursework. At Al Siraat College, semester examinations are also considered to contribute to a student being awarded a Satisfactory (S) or Not Satisfactory (N) Unit result.

All SACs are graded and a piece of work that fails to meet the minimum acceptable standard will be reported as `N' (Not satisfactory).

Students will be provided with a list of all SACs for each study and the due dates at the start of each semester.

USEFUL WEBSITES FOR STUDENTS

AL SIRAAT COLLEGE CAREER TOOLS

https://www.alsiraatcareers.com/

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the VCE, search for job vacancies and much more. Feel free to drop into the Al Siraat Careers Office (Markaz) if you have any questions.

VTAC
www.vtac.edu.au

The Victorian Tertiary Admissions Centre provides information related to university entrance such as ATAR scores, subject scaling report, subject prerequisites for university courses, electronic version of VTAC guide, and VICTER for Year 10 students.

VCAA
www.vcaa.vic.edu.au

The Victorian Curriculum Assessment Authority provides information related to the Study Designs and Assessment, along with electronic version of past VCE examinations and answers (excellent for revision).

Course Camel
www.coursecamel.com

This website allows you to search and find information about TAFE and University courses and careers. The search gives you information on what courses need to be studied for a desired career and the ATAR and pre---requisite subjects that the Tertiary

Institution requires you to study to be admitted into the course. Students should create a free login which allows them to save their search and access a wide range of information to suit their needs.

My Future
www.myfuture.edu.au

Through this website find out how interests can lead to a job, discover what you're really good at, get help finding work experience and search careers and information about TAFE, Apprenticeships and University courses.

Elevate Education
www.elevateeducation.com

Useful website for students to download a range of study resources, practice papers and study tips providing additional support and information on Study Skills.

PLANNING A STUDY PROGRAM

You are required to select a study program from the studies offered by the College.

Before making your selection, make sure that you have carried out the necessary research. Refer to the VTAC website for the entrance requirements for university and TAFE courses. The Guide to the VCE and the VTAC guide will provide you with information to help you plan your program. Feel free to ask subject teachers questions about specific studies.

The Careers Counsellor and the VCE Co-ordinator will be available to help you make your selection. Make use of all the available resources to ensure that you make the right decisions for your future aspirations.

To help you with the decision-making process, ask yourself the following key questions:

- What are my aspirations after leaving school?
- What type of job am I interested in?
- What level of education do I need for that job?
- What courses am I interested in?
- Where are these courses offered?
- What are the prerequisites for these courses?
- Are there any special entry schemes for these courses?
- What was the ATAR score for last year?
- Are my career aspirations realistic in relation to my academic abilities?

When making your selection, you should remember to choose studies:

- Which you enjoy or have an interest in.
- In which you have achieved well.
- That you may need for future study or work.

The following examples provide an indication of subjects offered at Al Siraat that should be considered in relation to some course areas.

SUBJECT SELECTION PROCESS

Year 10 students will have the opportunity to begin their subject selection process during Term 3. Students will finalise their subject selections online and where necessary have a hard copy signed by the student and the parent.

Once students have selected a range of subjects that enable a balance of interest, abilities and tertiary requirements, some choices will need to be made.

Students will need to make their selections from the Subject Blocks in the Handbook. Students will also need to select a Reserve subject from each Block. Reserve subjects are in the case students do not receive their first subject choice.

The selection of subjects should be guided by the information in this Handbook, which contains descriptions of Unit 1-4 VCE and VET studies being offered. Please note that some students may require re-counselling of their subject selection, to ensure that students make an informed choice based on their abilities.

The school also acknowledges that depending on sufficient student numbers, some subjects may not be available to study, however the majority of student choice should be catered for in 2025.

2025 YEAR 12 SUBJECT BLOCKS

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6	BLOCK 7	BLOCK 8	BLOCK 9
UNIT 3 & 4 MATHS METHODS	UNIT 3 & 4 PHYSICS	UNIT 3 & 4 ISLAMIC STUDIES	QURAN	UNIT 3 & 4 GENERAL MATHS	UNIT 3 & 4 BIOLOGY	STUDY PERIOD	UNIT 3 AND 4 LEGAL STUDIES	UNIT 3 & 4 ENGLISH
UNIT 3 & 4 HEALTH & HUMAN DEVELOPMENT	UNIT 3 & 4 SOCIOLOGY			UNIT 3 & 4 FOUNDATION MATHS	UNIT 3 & 4 VET BUSINESS		UNIT 3 & 4 CHEMISTRY	
UNIT 3 & 4 PSYCHOLOGY	UNIT 3 AND 4 BUSINESS MANAGEMENT				UNIT 3 & 4 COMMUNITY SERVICES		UNIT 3 & 4 VCD	
UNIT 3 & 4 VET INFORMATION COMMUNICATION TECHNOLOGY	UNIT 3 AND 4 FOOD STUDIES				UNIT 3 & 4 VET SPORT & RECREATION		UNIT 3 & 4 TEXT & TRADITIONS	

2025 YEAR 11 SUBJECT BLOCKS

BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 7
UNIT 1 & 2 BIOLOGY	UNIT 1 & 2 MATH METHODS	UNIT 1 & 2 PHYSICS	UNIT 1 & 2 LEGAL STUDIES
UNIT 1 & 2 VET BUSINESS	UNIT 1 & 2 MATH HEALTH & HUMAN DEVELOPMENT	UNIT 1 & 2 SOCIOLOGY	UNIT 1 & 2 CHEMISTRY
UNIT 1 & 2 VET SPORT AND RECREATION	UNIT 1 & 2 PSYCHOLOGY	UNIT 1 & 2 BUSINESS MANAGEMENT	UNIT 1 & 2 VISUAL COMMUNICATION DESIGN
UNIT 1 & 2 VET COMMUNITY SERVICES	UNIT 1 & 2 INFORMATION COMMUNICATION TECHNOLOGY	UNIT 1 & 2 FOOD STUDIES	UNIT 1 & 2 TEXT & TRADITIONS
EXTERNAL VET SUBJECTS	EXTERNAL VET SUBJECTS		UNIT 1 & 2 FOUNDATION ENGLISH[1]

[1] Unit 1 & 2 Foundation English is available for students seeking extra assistance in English. Enrolment in this course is determined individually, considering each student's needs and circumstances.

- At Year 11, VCE students must select 5 subjects offered as Unit 1 & 2 and 1 Unit 3 and 4 subject (continuation from their VCE subject choice in Year 10
- Students must select one VCE Subject and two Reserve VCE Subject from Blocks 3, 4, 5 and 7. Block 6 is a continuation of the VCE subject that students commenced in Year 10.
- Entry into VCE Foundation Maths and VCE General Maths is dependent on the students Maths level ability based on their Year 10 Maths result.
- By the end of Year 12, VCE students should have completed a total of 5 or 6 VCE subjects.

PLAN YOUR YEAR 11 SUBJECT SELECTION

	SUBJECT SELECTION	RESERVE 1	RESERVE 2
BLOCK 3			
BLOCK 4			
BLOCK 5			
BLOCK 7			

VCE 3-YEAR PLANNING SHEET

Use the following table to record your plan for subjects over the next 3 years and you may discuss your choices with the Careers Counsellor and VCE Coordinator. You will get an opportunity to confirm your remaining VCE subjects in Term 3 2024.

Year 10	Sem 1	Year 10 English	Maths choice	VCE choice	Humanities or Science	Life Skills or English Skills for VCE	Elective	Elective	Quran	Islamic Studies
	Sem 2	Year 10 English	Maths choice	VCE choice	Humanities or Science	Life Skills or English Skills for VCE	Elective	Elective		
Year 11	Sem 1	English Unit 1	VCE Unit 3 & 4 (continuation of VCE choice from Year 10)	VCE choice 2	VCE choice 1	VCE choice 2	VCE choice 3	Islamic Studies		
	Sem 2	English Unit 2	VCE Unit 3 & 4 (continuation of VCE choice from Year 10)	VCE Foundation Maths Unit 1 & 2 OR VCE General Maths Unit 1 & 2	VCE choice 1	VCE choice 2	VCE choice 3			
Year 12	Sem 1	English Unit 3	VCE Foundation Maths Unit 3 & 4 OR VCE General Maths Unit 3 & 4	VCE Choice 1 (Continuation of subject in Year 11)	VCE Choice 2 (Continuation of subject in Year 11)	VCE Choice 3 (Continuation of subject in Year 11)	Islamic Studies			
	Sem 2	English Unit 4	VCE Foundation Maths Unit 3 & 4 OR VCE General Maths Unit 3 & 4	VCE Choice 1 (Continuation of subject in Year 11)	VCE Choice 2 (Continuation of subject in Year 11)	VCE Choice 3 (Continuation of subject in Year 11)				

PLANNING FOR THE FUTURE- YEAR 10 TO VCE

	YEAR 10	YEAR 11 Unit 1 & 2	YEAR 12 Unit 3 & 4
ENGLISH	• English (All students) • English Skills for VCE (All students)	Must do one: • English • EAL	Must do one: • English • EAL
MATHEMATICS	All students must do: • Foundation Maths* OR • Year 10 Maths* Students who want to do VCE Maths Methods must do: • Year 10 Advanced Maths*	• VCE Foundation Maths • VCE General Maths • VCE Maths Methods	• VCE Foundation Maths • VCE General Maths • VCE Maths Methods
SCIENCE	• Science (All students) • Chemistry • Physics • Psychology • Environmental Science	• VCE Biology • VCE Chemistry • VCE Physics • VCE Psychology • VCE Environmental Science	• VCE Biology • VCE Chemistry • VCE Physics • VCE Psychology • VCE Environmental Science
HEALTH	• Health • Sport Science	• VCE Health and Human Development • VCE VET Sport and Recreation • VCE Physical Education*	• VCE Health and Human Development • VCE VET Sport and Recreation • VCE Physical Education*
HUMANITIES	• Humanities (All students) • Legal Studies • Business Studies	• VCE Legal Studies • VCE Business Management • VCE Sociology • VCE VET Business • VCE VET Community Services • VCE Accounting* • VCE Economics* • VCE History* • VCE Australian and Global Politics*	• VCE Legal Studies • VCE Business Management • VCE Sociology • VCE VET Business • VCE VET Community Services • VCE Accounting* • VCE Economics* • VCE History* • VCE Australian and Global Politics*
QURAN AND ISLAMIC STUDIES	• Quran • Arabic	• VCE Text & Traditions • VCE Arabic*	• VCE Text & Traditions • VCE Arabic*
ART / TECHNOLOGY	• Graphics • Food Studies • Systems Engineering	• VCE Visual Communication & Design • VCE VET Information Technology	• VCE Visual Communication & Design • VCE VET Information Technology • VCE Food Studies*

* Subjects not currently offered at Al Siraat College, however, may be available in 2026.
^Entry into VCE Maths and Science subjects is dependent on students achievement in Year 10 Maths and Science subject groups and recommendations from the Maths and Science Department in consultation with the VCE Coordinator. Refer to subject descriptions for minimum entry requirements.
^Entry requirements into VCE Biology, Year 10 Chemistry, Year 10 Physics and Year 10 Advanced Maths for Year 10 students is dependent on Year 9 Maths and Science results. Refer to Year 10 Handbook for information about minimum entry requirements.

VCE UNIT 1-4 SUBJECT DESCRIPTIONS

VCE ENGLISH

UNITS 1-4

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

UNIT 1

In this Unit, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

UNIT 2

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

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

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

UNIT 3

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

UNIT 4

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE CAREER PATHWAYS

- Writer
- Journalist
- Librarian
- Medicine
- Law Teaching

BIOLOGY

UNIT 1-4

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

UNIT 1

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

UNIT 2

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

UNIT 1 & 2 ASSESSMENT
School Assessed Coursework: 50%
Examination: 50%

Minimum entry requirements: 70% or above in Year 10 Science Test & Exam.

UNIT 3

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

UNIT 4

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

UNIT 3 & 4 ASSESSMENT
A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE PATHWAYS
- Genetics
- Immunology
- Pharmacology
- Biotechnology
- Dentistry
- Ecology
- Education
- Food Science
- Physiotherapy

CHEMISTRY

UNIT 1-4

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

UNIT 1

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

UNIT 2

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

Minimum entry requirements: 70% or above in Year 10 Chemistry tests and exams AND 60% or above in Year 10 maths tests and Exams.

UNIT 3

The global demand for energy and materials is increasing with world population growth. In this unit 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 investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

UNIT 4

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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 process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE PATHWAYS

- Biochemistry
- Biomedical Science
- Dentistry
- Engineering
- Forensic Science
- Law
- Medicine
- Pharmacy
- Education
- Food Science
- Physiotherapy

PHYSICS

UNIT 1-4

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

UNIT 1

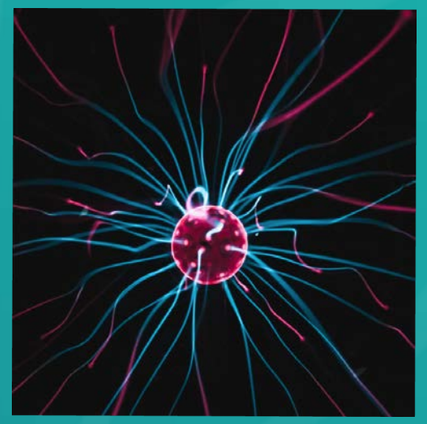
In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary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

UNIT 2

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

UNIT 1 & 2 ASSESSMENT
School Assessed Coursework 50%
Examination: 50%

Minimum entry requirements: 70% or above in Year 10 Physics tests and exams AND 60% or above in Year 10 maths tests and Exams.



UNIT 3

Students will study gravitational, electrical and magnetic fields, their interactions and effects, and look into the application of field concepts. They investigate the generation and transmission of electricity, Newton's laws of motion, Einstein's theory of special relativity, and the relationships between force, energy and mass.

UNIT 4

Students will study the properties of mechanical waves, light as a wave, the behaviour of light, matter as particles or waves, similarities between light and matter, and the production of light from matter. The investigation component requires the students to identify an aim, develop a question, formulate a hypothesis and plan a course of action.

UNIT 3 & 4 ASSESSMENT
A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE PATHWAYS
- Physicist
- Medical Radiographer
- Civil Engineer
- Electronics Technician
- Architect

PSYCHOLOGY

UNIT 1-4

VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

UNIT 1

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

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.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

Minimum entry requirements: 65% or above in Year 10 Psychology tests and exam.

UNIT 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.
Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

UNIT 4

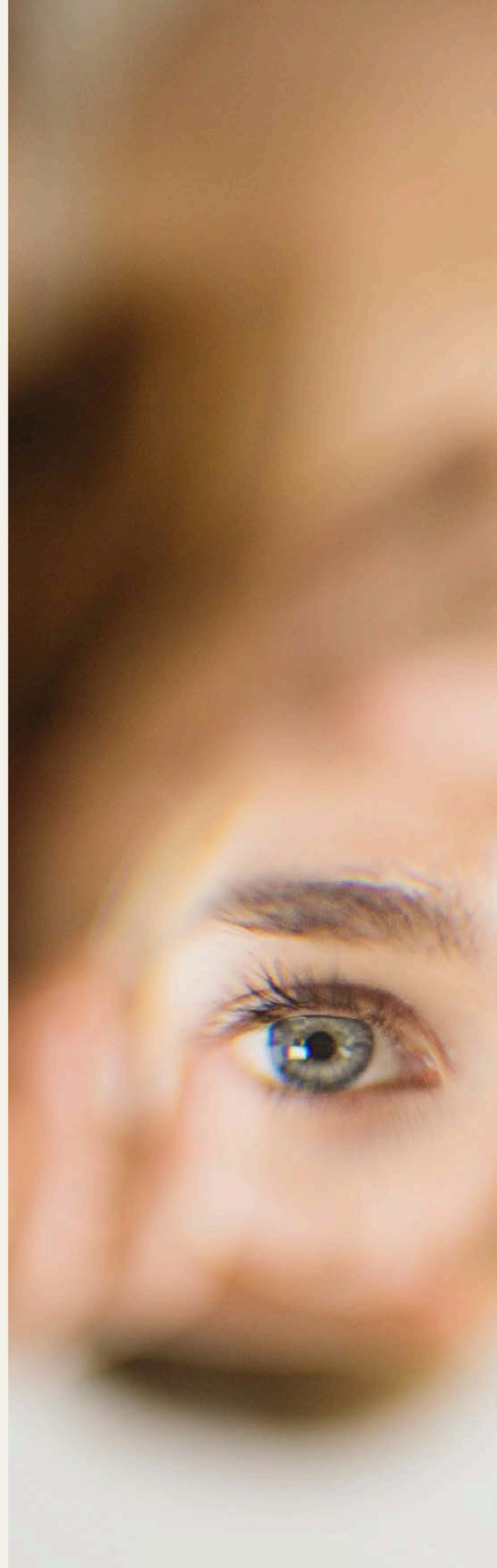
In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact 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.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE PATHWAYS

- Psychologist
- Counselling
- Criminology
- Human Resource Manager



FOOD STUDIES

UNIT 1-4

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

UNIT 1

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

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

UNIT 1 AND 2 ASSESSMENT
SEMESTER EXAM: 40%
COURSEWORK: 60%

UNIT 3

In this unit students investigate the many roles and everyday influences of food. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

UNIT 4

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.
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.

UNIT 3 & 4 ASSESSMENT
A range of School Assessed Coursework and an **End-of-Year External Exam**

FUTURE CAREER PATHWAYS
- Consumer Science
- Health Promotion
- Food Technology

BUSINESS MANAGEMENT

UNIT 1-4

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

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

UNIT 1

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

UNIT 2

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

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

UNIT 3

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

UNIT 4

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

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an external **end-of-year exam**

FUTURE PATHWAYS

- Business
- Commerce
- Economics
- Management
- Marketing Manager

LEGAL STUDIES

UNIT 1-4

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

UNIT 1

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

UNIT 2

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

UNIT 1 & 2 ASSESSMENT
School Assessed Coursework 50%
Examination 50%

UNIT 3

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

UNIT 4

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

UNIT 3 & 4 ASSESSMENT
A range of School-Assessed Coursework and an end- of-year external exam

FUTURE PATHWAYS
- Lawyer
- Social Justice
- Law Enforcement
- Criminology

HEALTH & HUMAN DEVELOPMENT

UNIT 1-4

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

UNIT 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. 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.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. 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.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

UNIT 3

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

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 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 Organisation (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.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE PATHWAYS

- Health Professional
- Youth Worker
- Aged Care Worker
- Nursing
- Health Promotion

SOCIOLOGY

UNIT 1-4

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

UNIT 1

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

UNIT 2

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 50%
Examination: 50%

UNIT 3

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

UNIT 4

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.
This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE PATHWAYS

- Anthropologist
- Social Worker
- Policy Analyst

FOUNDATION ENGLISH

UNIT 1-4

The Foundation English study is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL) Units 1–4 and in other VCE studies.

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills.

UNIT 1

In this unit, students focus on developing language and communication skills, primarily through the study of a variety of texts. They develop communication skills in order to listen, speak, read and write effectively in academic, workplace and social contexts.

UNIT 2

In this unit students develop a range of literacy skills and learning strategies. They extend the understandings and processes required to read and write effectively. Students employ learning strategies designed to enhance their achievement in and enjoyment of the English language.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 100%

NOTE: This subject is designed to support students in VCE English

FOUNDATION MATHS

UNIT 1-4

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

UNIT 1

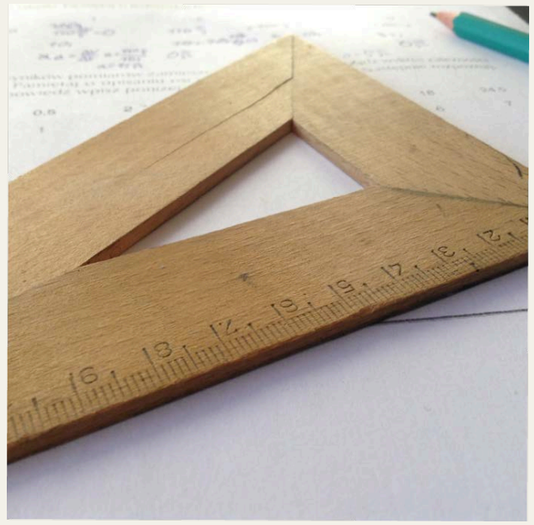
In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

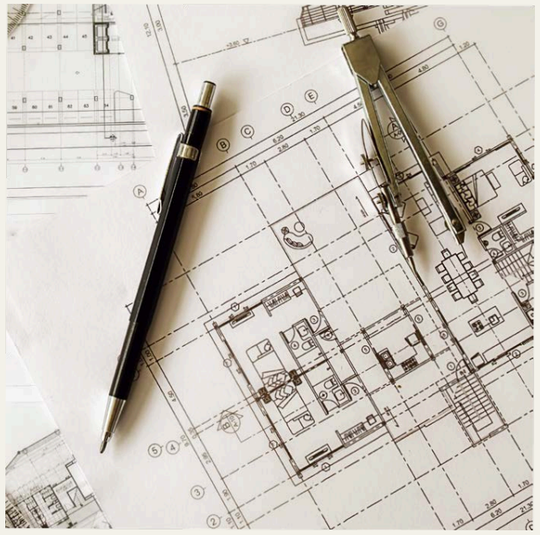
UNIT 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

UNIT 1 & 2 ASSESSMENT

School Assessed Coursework: 60%
Examination: 40%





UNIT 3-4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE PATHWAYS

- Arts
- Business
- Agriculture

GENERAL MATHS

UNIT 1-4

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

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

UNIT 1 & 2

AREAS OF STUDY
Algebra and structure Arithmetic and number Discrete mathematics
Geometry, measurement and trigonometry Graphs of linear and non-linear relations Statistics

UNIT 1 & 2 ASSESSMENT
Examination: 50%
Coursework: 50%

UNIT 3 & 4

AREAS OF STUDY
Data analysis, probability and statistics
Discrete mathematics
Recursion and financial modelling
Matrices
Networks and decision mathematics

UNIT 3 & 4 ASSESSMENT
A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS
- Statistics
- Business
- Economics
- Teaching
- Accounting

Minimum entry requirements: 60% or above in Year 10 Maths

MATHEMATICAL METHODS

UNIT 1-4

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

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'.

UNIT 1 & 2

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

UNIT 1 & 2 ASSESSMENT
Examination: 50%
Coursework: 50%

MATHEMATICAL METHODS UNIT 3 & 4

UNIT 3

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

UNIT 4

For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study

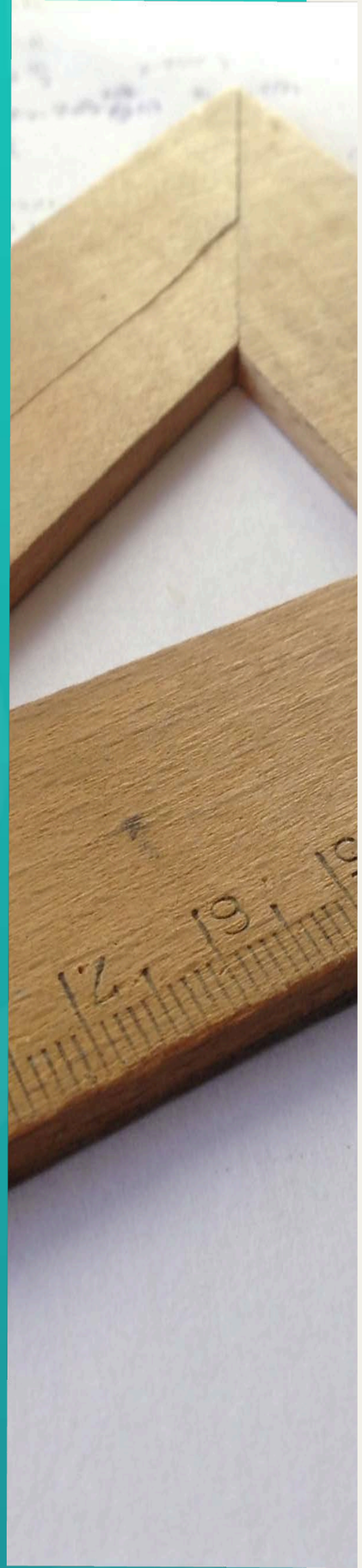
UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS

- Engineering
- Science
- Biomedical Science
- Medicine

Minimum entry requirements: 70% or above in Year 10 Maths AND 65% or above in Year 10 Advanced Maths



VISUAL COMMUNICATION & DESIGN

UNIT 1-4

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

UNIT 1

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

UNIT 2

In this unit, students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

UNIT 1 & 2 ASSESSMENT

Examination: 50%
Coursework: 50%

UNIT 3

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

UNIT 4

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

UNIT 3 & 4 ASSESSMENT

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS

- Building
- Design
- Arts
- Architecture

TEXT & TRADITIONS

UNIT 1-4

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics.

UNIT 1

In this unit students examine the place of texts and their literary forms within a religious tradition. Story- telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described. The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions

UNIT 2

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

UNIT 1 & 2 ASSESSMENT
Examination: 50%
Coursework: 50%

UNIT 3

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

UNIT 4

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

UNIT 3 & 4 ASSESSMENT
A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS
- Arts
- Religious Teacher

VCE VET SPORTS AND RECREATION UNIT 1-4

Certificate III in Sport and Recreation

Certificate III in Sport & Recreation is our most popular VETDSS course, which is understandable as it allows students to develop a comprehensive skill set for employment in the Sport & Recreation industry. Students who complete this program can work more independently in a variety of sport, fitness, or recreation roles compared to a Certificate II level qualification. Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.
When studying this course, students develop sport-specific knowledge and skill related to participation and coaching alongside the ability to complete general administration and customer service tasks.

LEARNING AREA

- Sport and recreation session planning
- Facilitating sport and recreation groups
- WHS in sport and recreation environments
- First aid and responding to emergencies
- Coaching
- Social media and educating user groups

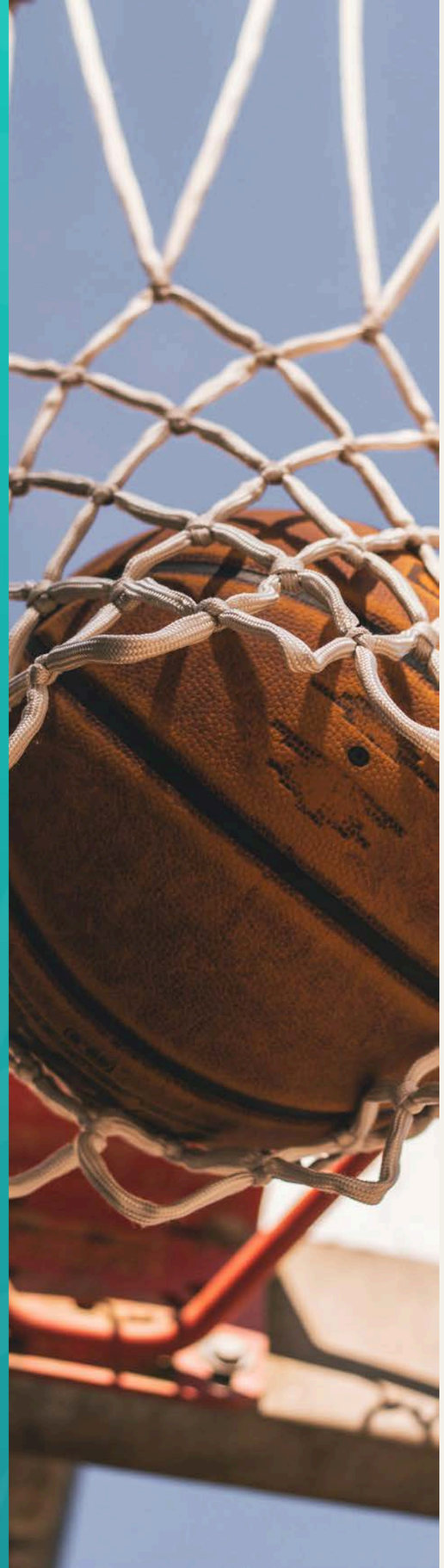
ASSESSMENT

UNIT 1 & 2
Examination: 40%
School Assessed Coursework and
Work Performance 60%

UNIT 3 & 4
A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAY

- Outdoor Activity Assistant
- School Camp Activity Assistant
- Water-sports Activities Assistant
- Outdoors Supplier Retail Assistant
- Outdoor Participant



VCE VET BUSINESS UNIT 1 & 2

Certificate II in Workplace Skills

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

LEARNING AREA

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving

ASSESSMENT

UNIT 1 & 2
Examination: 40%
School Assessed Coursework and
Work Performance: 60%

VCE VET BUSINESS UNIT 3 & 4

Certificate III in Business

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

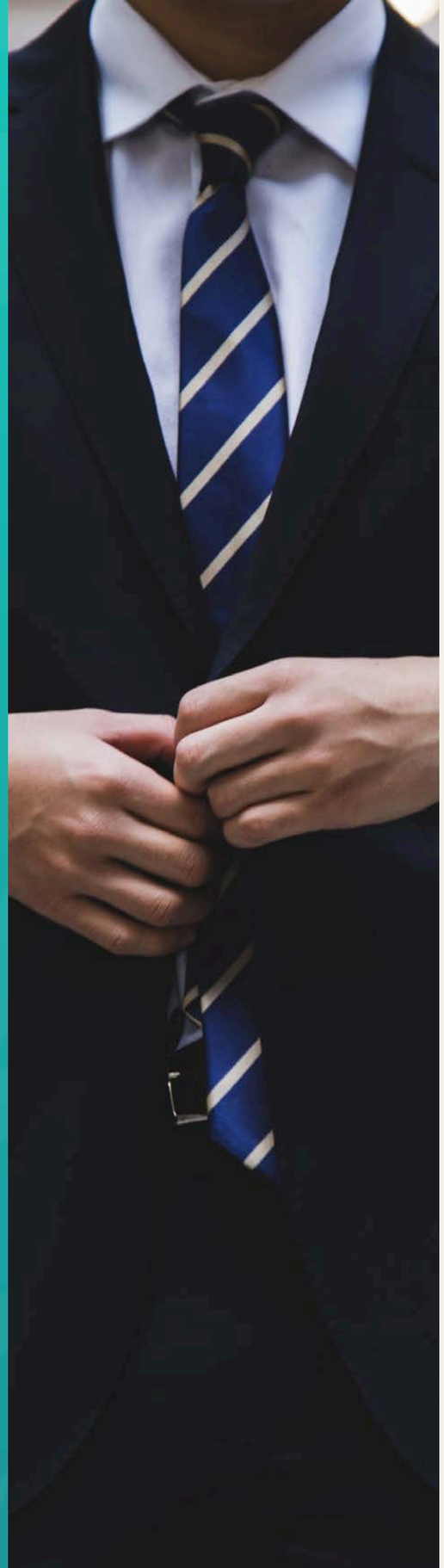
The second year (Units 3-4) can be undertaken as a partial completion.

LEARNING AREA
- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Common business software applications
- Presentation skills
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving
- Stress management and personal well being

UNIT 3 & 4

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS
- Coordinators
- Business Manager
- Start your own small business
- Go onto further roles within
- Marketing
- HR
- Sales, etc



VCE VET COMMUNITY SERVICES UNIT 1-4

Certificate II in Community Services

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector.

This program is perfect for students looking to move into a range of areas in the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

LEARNING AREA
- Working with diverse people
- Communication in the workplace
- Work health and safety
- Providing initial advice to clients, patients, or customers
- Teamwork

ASSESSMENT

UNIT 1 & 2

Examination: 40%
School Assessed Coursework and
Work Performance: 60%

UNIT 3 & 4

A range of School-Assessed Coursework and an **end-of-year** external exam

FUTURE CAREER PATHWAYS
- Assistant Community Services Worker
- Assistant Childcare Worker
- Assistant Disability Worker
- Elderly Assistant
- Care Service Employee
- Customer Service Staff

VCE VET INFORMATION TECHNOLOGIES UNIT 1-4

CERTIFICATE II in Information Technology

The Certificate III in IT program also develops a broad set of fundamental skills as described under the Certificate II but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.
The program is suitable for serious IT enthusiasts and affords meaningful
insights into some of the more common specialisations so that participants
can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

LEARNING AREA

- Common digital technologies
- Common business software applications
- Operating systems
- Hardware care and maintenance
- Standard diagnostics
- Web presence through social media
- Cyber security and device security and protection
- Introductory programming techniques
- Information ethics and security
- Critical and creative thinking skills
- Teamwork and workplace etiquette
- Safe and sustainable work practices

ASSESSMENT

UNIT 1 & 2
Examination 40%
School Assessed Coursework and
Work Performance 60%

UNIT 3 & 4
A range of School-Assessed Coursework and an end-of-year external exam

FUTURE CAREER PATHWAYS

- Support roles
- Level 1 Helpdesk support
- Level 2 Onsite support
- Level 3 Service Administrator
- Programming
- Software Development
- Website Development and Design

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