



Course Selection Handbook

VCE



Blackburn HIGH SCHOOL

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The Victorian Certificate of Education (VCE) is a two-year certificate based around the successful completion of senior secondary school. The VCE provides pathways to further study at university, TAFE and to the world of work.

Victorian Certificate of Education (VCE)

The VCE comprises over 90 studies. Blackburn High School determines which of the available studies the school could adequately resource to provide a comprehensive senior curriculum. Studies from all of the eight Learning Areas, developed by the Victorian Curriculum and Assessment Authority (VCAA), are included and cater for the choices and requirements of this school community.

At Blackburn High School students will usually study 22 units. A unit represents about 100 hours of work and lasts for half a year (a semester). Units 1 and 2 are normally attempted in Year 11 and are generally undertaken as a sequence. Units 3 and 4 are normally attempted in Year 12 and must be undertaken as a sequence. Satisfactory completion of VCE involves the study of a minimum of 16 units that must satisfy the specified formal requirements.

In choosing their VCE studies, students should ensure that their study programs satisfy the requirements needed for entry to the tertiary education programs or occupations that students intend to pursue when they leave school. Students should also consider their strengths and weaknesses in the subjects that they studied in Years 7 – 10. They should discuss their intended or chosen program with their parents and their teachers, especially those with special knowledge of VCE courses, such as the Pathways Leader, Directors of Learning and Teaching or Assistant Principal or Learning Leaders.



Apart from the information in this Course Selection Handbook, students should also consult the following:

- Where to Now? Guide to the VCE, VCAL and Apprenticeships, and Traineeships
- Tertiary Entrance Requirements (published in 'The Age' and 'The Herald-Sun')
- Choice! A Guide to VCE studies and the ATAR, VTAC
- The list of resources contained at the end of this booklet.

In selecting a two year course, those students wishing to undertake study at a university or TAFE institution need to consult the relevant Tertiary Entrance Requirements (Newspaper lift out or the "VICTER" booklet) to ensure that their chosen courses will allow access to a range of tertiary courses. Access to a university or TAFE institution for VCE students is usually by the calculation of an Australian Tertiary Admissions Rank (ATAR), after successful completion of the VCE.

Students enrolled in the Victorian Certificate of Education course will be required to accept more responsibility for their learning than when studying in Years 7-10 and to be actively engaged in the collection and analysis of material that is relevant to a particular study. "Out of class" requirements make it essential for students at the VCE level to become independent learners.

VCE Administrative Handbook

In administering the VCE at Blackburn High School, students and staff are required to adhere to rules, regulations and policies outlined in the VCE Administrative Handbook. These support the integrity of the certificate and equity of student access to fair and valid results. This information can be found via accessing the following link: [VCE Administrative Handbook](#).



Satisfactory Completion of Units

Each VCE unit includes a set of outcomes. These outcomes must be achieved for satisfactory completion of the unit.

Achievement of the outcomes is based on the school's assessment of the student's performance in accordance with the Victorian Curriculum and Assessment Authority requirements.

At the end of each year, the VCAA will issue a Statement of Results to all students enrolled in VCE units.

Assessment -Authentication of school-based assessment

Students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- Make sure that all work submitted for assessment is their own.
- Do not plagiarise the work of someone else or other source.
- Not cheat.
- Do not submit the same piece of work for assessment in more than one study, or more than once within a study.
- Do not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment.
- Not knowingly assist another student in a breach of rules.

Acknowledge all resources used, including:

- Texts, websites, and other source material.
- The name and status of any person or source who provided assistance and the type of assistance provided shall not receive undue assistance from another person, including their teacher or source, in the preparation and submission of work.

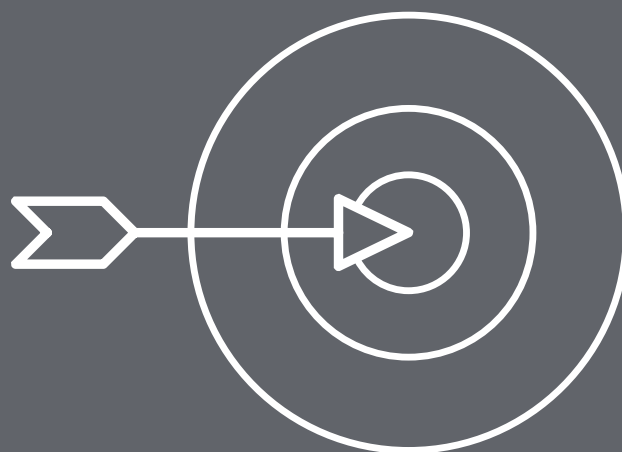
Building a Program

A VCE program is chosen from the complete list of VCE units studied over two or more years. When building a program, a student must select 4 units of an English subject. Students then select the other units that best fulfil requirements to make a total of 22 units.

Counselling sessions are completed to help to identify student interest areas and likely career pathways. Students may also seek advice from the Pathways Leader at the school. It is unwise to choose too narrow a program that could limit flexibility and the ability to pursue alternative pathways should circumstances and interests change.

In building a program by selecting the units from those studies offered at Blackburn High School (listed in this Course Selection Handbook), students need to satisfy the VCAA requirements for “Satisfactory Completion” of the VCE - namely, students must:

- Satisfactorily complete at least 3 units from the English group, including a Unit 3 and 4 sequence.
- Satisfactorily complete a minimum of 16 units
- Satisfactorily complete three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group.



Unit Selection at Blackburn High School

Most students will follow a chronological pattern of units from Units 1 to 4, generally taking Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. This is the recommended procedure and the VCE program is arranged on this understanding.

Some students, for a variety of reasons, may complete one Unit 3 and 4 study in Year 11. This is permissible with the following provisions:

- There is clearly demonstrated evidence of academic success as well as a very good work ethic during Year 10.
- The units fit into the student's timetable.
- That there will be no perceived disadvantage to teachers or other students in the class by the decision. (In the event of oversized classes, priority will be given to students in Year 12).

Assessment

Units 1 and 2

The VCAA will issue a Statement of Results which will show “S” or “N” for each unit. An “S” indicates that the learning outcomes for the unit have been satisfactorily completed.

The school report will also record the level of achievement in completing assessment tasks associated with each of the outcomes. Examinations will form part of the school-based assessment in Units 1 and 2.

Units 3 and 4

All Units 3 and 4 studies will have both school-based assessment and external examinations. The assessments will be reported as grades (A+ to E or UG) by VCAA. School reports will show only satisfactory completion of outcomes, as grades for SACs and SATs are subject to moderation by VCAA. VCAA will conduct examinations that contribute to the study score in Units 3 and 4.

Building a Program for VCE Subjects 2025

The studies offered at the VCE level at Blackburn High School are as follows:

English/EAL: English/ English as an Additional Language

Language (EAL), Literature, English Language.

Performing Arts: Music (Units 1 and 2), Music Contemporary Performance (Units 3 and 4), Music Repertoire Performance (Units 3 and 4), Music Composition (Units 3 and 4), Dramatic Arts.

Visual Arts: Art Making and Exhibiting, Visual Communication, Media.

Humanities: Accounting, Business Management, Economics, Geography, History: History: Revolutions (Units 3 and 4), Modern History (Units 1 and 2), Legal Studies, Philosophy, Politics.

Mathematics: General Mathematics, Mathematical Methods, Specialist Mathematics.

Physical Education and Health: Physical Education, Health and Human Development.

Science: Biology, Chemistry, Physics, Psychology.

Technology: Product Design and Technology – Textiles (Units 1 and 2), Food Studies, Systems Engineering, Applied Computing (Units 1 and 2), Applied Computing: Software Development (Units 3 and 4)

Students should note that:

Each unit runs for one semester (half year);

This school offers each student a maximum of six units in each semester, i.e. 12 units per year; Subject to approval, eligible students on an early VCE pathway may undertake Units 3 and 4 in Year 11 and Units 1 and 2 in Year 10. Changes in unit selection are possible but restricted according to:

1. VCAA final dates for enrolment or withdrawal

2. Size of classes

-A unit may be repeated but credit gained only once towards the VCE

-Students need to check tertiary requirements regarding the completion of a Unit 3/4 sequence over two years

Special provisions apply for students returning to study or transferring from interstate or overseas

-While 16 units is a minimum, it is expected that most students will satisfactorily complete more than this minimum number.

Most students at Blackburn High complete 12 units in Year 11 and 10 units in Year 12.

Note: All courses are offered from Units 1-4 unless otherwise specified.

VCE Vocational Major (VM)



What is the VCE Vocational Major (VM)

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is made up of four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. Students' knowledge grows and expands as they take action to learn, reflect on the action and plan how to do it better next time.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs, or directly into the workforce.

The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the word Vocational Major on it to recognise their achievements.

How is the VCE VM Structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3–4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16–20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VCE VM Subject Overviews

Further information will be provided on how to apply for the VCE VM in Term 3. If you have any questions, please visit -

<https://careers.blackburnhs.vic.edu.au> or contact careers@blackburnhs.vic.edu.au

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations. VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public, and vocational lives. Students develop mathematical skills with consideration of their local, national, and global environments and contexts, and an awareness and use of appropriate technologies.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.





Blackburn High School Instrumental Music Program

Blackburn High School offers a comprehensive Music Program incorporating opportunities in Classroom, Instrumental and Ensemble Music. The Music Program provides opportunities that enables students to experience a level of excellence in performance, and encourages students to take advantage of the numerous performance opportunities available.

Instrument Tuition Offered at BHS

Blackburn High School offers tuition on Orchestral and Wind Band Instruments, including Percussion (orchestral). Guitar, Voice, and Piano places are offered by audition only.

Students intending to undertake or continue Instrumental Music in Year 10, must select it in Web Preferences.

Please note, that these lessons must be paid for separately to school fees.



Course Selections Process

This booklet will help students and their parents make appropriate and informed choices about unit and program selection. Parents and students requiring additional information should contact the relevant Learning Area Leader.

Whilst the VCE program initially selected creates a course of study for a period of two years, there is provision for students to change direction or focus during that time. It is vital, however, that all students undertake a meaningful course of study that will provide pathways into further study or employment.

The course selection process is started quite early in order to allow sufficient time:

- For students to consider the implications of their choices.
- To facilitate the extensive counselling that will be necessary to ensure that all students have, in fact, followed the guidelines and selected appropriate units that form a coherent course of study.
- To allow the school time to investigate the possibility of resourcing and timetabling student requirements.

This initial selection is an important step in the process and considerable thought should be given to the selection of units. In building a VCE program. Students are supported by:

- Pathways investigations during Mentor group in Year 10;
- Individual counselling by staff members, to ensure that students have selected within VCAA guidelines;
- A VCE Information session during Mentor time to inform students of the curriculum and administrative arrangements to be put in place;
- Careers and Subject Expo
- Individual checking of submitted VCE subject preferences;
- Final subject confirmation.
- For early application into Unit 3/4 Subject please complete the relevant form from the Pathways Coordinator.



In regards to course adjustment, students and parents need to recognise that units will only be conducted if there is sufficient demand from the students. The feasibility of a class being conducted is dependent on many variables and constraints. The timetable, minimum class size, and physical and human resources available to the school are all factors that need to be taken into account.

The school's highest priority is to satisfy the choices and requirements of as many students as possible. All course selection will be finalised in November and students will receive a copy of their approved program.

Course Selections Process

VCE and the ATAR

The ATAR is based on VCE results for Units 3 and 4. Not all of the results have to be from one year. A maximum of six studies can contribute to the ATAR.

The ATAR is calculated using:

- The student's best scaled score in English
- English as an Additional Language (EAL), Literature or English Language PLUS

- The scaled scores of a student's next best three studies (makes up the primary four) PLUS
- 10% of the scaled score from a student's 5th study PLUS
- 10% of the score from a student's 6th study (if six VCE subjects are completed)

The student is then ranked in order of these aggregates the highest rank being 99.95 and then decreasing in steps of 0.05. The group of students with the highest aggregates will be assigned the highest rank of 99.95. The lowest automatically reported ATAR is 30.00, with ATARs below 30.00 being reported as 'less than 30'.

Restrictions on study use in the ATAR calculation

The restrictions listed here are for studies completed after 2007. Additional restrictions may apply where earlier studies have been completed. Contact VTAC for further information.

Restrictions on Studies in the ATAR

Only one of the following combinations can be used in the best six (that is, in the calculation of the ATAR):

- English/English as an Additional Language (EAL)
- Chinese (FL)/Chinese (SL)/Chinese (SL Advanced)
- Indonesian (FL)/Indonesian (SL)
- Japanese (FL)/Japanese (SL)
- Korean (FL)/Korean (SL)
- Mathematical Methods/Mathematical Methods.

In each of the study areas of English, Mathematics, History, contemporary Australian Studies, Information Technology, Languages and Music:

- At most two results can contribute to the primary four
- At most three results can contribute to the ATAR, be they VCE results, Higher Education study results, or VET results.

Please note: The VET industry area restrictions and VCE Block Credit restrictions also apply.

Study Area Groupings: English Studies

- English
- English (EAL)
- Literature
- English Language
- Any English higher education study

Mathematics Studies

- Mathematical Methods*
- Specialist Mathematics
- Change and Approximation*
- Extensions – Change and Approximation*
- Reasoning and Data*
- Extensions – Reasoning and Data*
- Space and Number*
- Extensions – Space and Number* any
- Mathematics higher education study

Course Selection Process

Music Studies

- Music Contemporary Performance
- Music Repertoire Performance
- Music Composition
- Music Inquiry
- VCE VET Music Industry
- Music Performance
- VCE VET Music Industry
- Technical Production
- Music – History and Styles*
- Music Styles*
- Music Performance – Group*
- Music Performance – Solo*

Any music higher education study

Please note: There are a number of non-scored VET sequences available in the Music study area.

History Studies

- Ancient History
- History
- Revolutions Renaissance Italy*
- Asian History*
- The City in History*
- Koori History*
- History of Western Ideas*
- Nationalism and Modern State*
- Any History higher education study

Contemporary Australian Studies

- Sociology
- Contemporary Society*
- Australian Studies*
- Contemporary Australian Society*
- Any Contemporary Australian Study higher education study

IT Studies

- Algorithmics (HESS)
- Applied Computing
- IT Applications*
- Information Systems*
- Information Processing and Management*
- Information Technology in Society*
- VCE VET Information and Communications Technology
- Any IT higher education study

Please note: There are a number of non-scored VET sequences available in the IT study area, including from the CISCO Networking Program.

Languages

Arabic, Armenian, Auslan, Bosnian, Chinese First Language, Chinese Second Language, Chinese Second Language Advanced, Chin Hakha, Classical Greek, Classical Hebrew, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Karen, Indigenous Languages of Victoria: Revival and Reclamation, Indonesian First Language, Indonesian Second Language, Italian, Japanese First Language, Japanese Second Language, Khmer, Korean First Language, Korean Second Language, Latin, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish, Ukrainian, Vietnamese First Language, Vietnamese Second Language, Yiddish

All study grouping areas are correct and are continually updated with new study design/s. Study groupings are continually reviewed, and any amendments will be communicated to schools through the VTAC Gazette and the VTAC Careers Practitioners

blog as soon as revision is confirmed.

****Indicates that the study is no longer offered as part of the VCE.***

Students should always consult the VTAC website for the most recent version of this information.

Learning Area: English

English

Unit 1: Reading and Exploring Texts/Crafting Texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2: Reading and Exploring Texts/Exploring Argument

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meaning in a text, and to extend their writing in response to texts. Students develop their skills from Unit 1 through an exploration of a different text type. Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view, and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence, and persuasive strategies.

Unit 3: Reading and Responding to Texts/Creating Texts

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structure, language features and conventions, and the presentation of ideas. Students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

Unit 4: Reading and Responding to Texts/Analysing Argument

Students sharpen their skills of reading and viewing texts, consolidating their capacity to critically analyse texts and deepen their understanding of the ideas and values a text conveys. Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

For more information on English outcomes, follow this link to [VCAA - English](#)

English as an Additional Language (EAL)

EAL

Unit 1: Reading and Exploring Texts/Crafting Texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented through their evocation of character, setting and plot, and through investigations of the point of view and/or voice of the text. EAL students are provided with contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text. Students develop and strengthen inferential reading and viewing skills, and consider the ways text structures, vocabulary, text structures and language features can create meaning on several levels and in different ways. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audiences.

Unit 2: Reading and Exploring Texts/Exploring Argument

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meaning in a text, and to extend their writing in response to texts. Students develop their skills from Unit 1 through an exploration of a different text type. Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies.

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Unit 4: Reading and Responding to Texts/Analysing Argument

Students sharpen their skills of reading and viewing texts, they consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

For more information on EAL out - see the [VACC EAL website](#)

Learning Area: English

Literature

Unit 1 – Reading Practices/ Exploration of Literary Movements and Genres

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Outcome 1: On completion of this unit the student should be able to respond to a range of texts through close analysis.

Outcome 2: On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2 – Voices of Country/The Text in its Context

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Outcome 1: On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2: On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3 – Adaptations and Transformations/Developing Interpretations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Outcome 1: On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Outcome 2: On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4 – Creative Responses to Texts/Close Analysis of Texts

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students focus on a detailed scrutiny of the language, style, concerns, and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Outcome 1: On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2: On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Learning Area: English

English Language

Unit 1: The Nature and Functions of Language/Language Acquisition

Students explore the nature of language and the various functions that language performs in a range of contexts.. They consider the properties that distinguish human communication as unique, the differences between the modes of spoken and written language, and the relationship between meaning and conventions that govern language use. The study focuses on the developmental stages of language acquisition, both first and additional-language learning. Students explore how, in addition to words and their meanings, people learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different situational contexts.

Outcome 1: On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

Outcome 2: On completion of this unit the student should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Unit 2: English Across Time/Englishes in Contact

Students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. Students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

Outcome 1: On completion of this unit the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.

Outcome 2: On completion of this unit the student should be able to identify and explain the effects of the global spread of English through spoken and written texts.

Unit 3: Informality/Formality

Students consider the way speakers and writers choose from a repertoire of language to vary the style of their language, and suit particular purposes and intents. They identify the functions of discourse, consider then analyse the features of both informal and formal language in written, spoken and electronic modes, understanding that both situational and cultural contextual factors influence language used, and the mode in which they choose to communicate.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.

Unit 4: Language Variation in Australian Society/Individual and Group Identities

Students examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. Students focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

Learning Area: Music

Music

Unit 1: Organisation in Music

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.

Outcome 1: Rehearse and present planned performances.

Outcome 2: Create short music works/responses that demonstrate their understanding of, and reflection on, different approaches to musical organisation.

Outcome 3: Describe how music is organised in at least two music examples.

Unit 2: Effect in Music

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.

Outcome 1: Rehearse and present planned performances in at least two works.

Outcome 2: Create short music works/responses that exhibit their understanding of different approaches to musical effects.

Outcome 3: Identify the ways performers and creators convey effect in music.

Music Contemporary Performance

Unit 3

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.

Outcome 1: Perform a selection of works.

Outcome 2: Demonstrate and discuss performance development techniques and approaches.

Outcome 3: Discuss a performer's interpretation and manipulation of music elements and concepts in works.

Unit 4

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.

Outcome 1: Perform a program of works.

Outcome 2: Demonstrate and discuss performance development techniques and approaches.

Outcome 3: Discuss a performer's interpretation and manipulation of music elements and concepts in works.

Learning Area: Music

Music Repertoire Performance

Unit 3

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

Outcome 1: Explain the artistic and practical considerations used to select a program of works for performance.

Outcome 2: Demonstrate and discuss techniques related to the performance of selected works, including aspects of interpretation.

Outcome 3: Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4

Students use music analysis skills to refine strategies for further developing and presenting their final recital. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Outcome 1: Perform a final recital of up to 20 minutes' duration.

Outcome 2: Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works.

Outcome 3: Discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills.

Music Composition

Unit 3

Students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places, and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses.

Outcome 1: Develop creative responses to works studied and document the creative process.

Outcome 2: analyse the use of the elements of music, concepts, and compositional devices in music works and formulate a Folio design brief.

Outcome 3: Aurally analyse music from a range of styles and make critical responses to music.

Unit 4

Students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

Outcome 1: Create and evaluate an original work, or group of short works.

Outcome 2: Describe and discuss their creative process and approach to creating a coherent work, and producing an analysis of their original music work(s).

Outcome 3: Aurally analyse music and make critical responses to music.

Influence in Music

Music

Units 3 and 4 Music Inquiry

Unit 3 - Influence in Music

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and can explain these influences. Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others.

Outcome 1 Perform a short work in the style of a selected creator.

Outcome 2 Analyse and describe the treatment of music elements, concepts and compositional devices.

Outcome 3 Listen and respond to selected music excerpts from a range of styles.

Unit 4 - Project

Students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making.

Students choose their own Area of Investigation.

This may be:

- a style
- a performer
- a creator
- a musical genre.

Outcome 1

On completion of this unit the student should be able to perform/create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.

Outcome 2

Analyse and describe the treatment of music elements, concepts and compositional devices.

Outcome 3

Identify, describe and discuss musical characteristics of selected music excerpts.



Learning Area: Arts

Drama

Unit 1: Introducing Performance Styles

Students create, present and analyse a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. They also analyse their own performance work and a work by professional drama performers.

Outcome 1: Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.

Outcome 2: Perform a devised drama work/s to an audience.

Outcome 3: Analyse the development and performance to an audience of their devised work.

Outcome 4: Analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners:

Unit 2: Australian Identity

Students explore aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Outcome 1: Devise and document the processes used to create a solo or ensemble that reflects an aspect or aspects of Australian identity and contemporary drama practice.

Outcome 2: Present a devised performance that reflects aspects of Australian identity and Contemporary drama practice.

Outcome 3: Analyse the development, and performance to an audience, of their devised work.

Outcome 4: Analyse and evaluate a performance of a drama work by Australian practitioners.

Unit 3: Devised Ensemble Performance

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

Outcome 1: Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Outcome 2: Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

Outcome 3: Analyse and evaluate a professional drama performance.

Unit 4: Devised Solo Performance

Students explore the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

Outcome 1: Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

Outcome 2: Create, develop and perform a solo performance in response to a prescribed structure.

Outcome 3: Analyse and evaluate the creation, development and presentation of a solo performance.

Learning Area: Arts

Art Creative Practice

Unit 1: Explore, Expand and Investigate

Students explore the different ways artists use materials, techniques and processes. They explore and experiment with materials and techniques, stimulating ideas and inspiring different ways of working. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Outcome 1: Explore the characteristics and properties of materials. Demonstrate how they can be manipulated to develop subject matter and represent ideas in art making. Documented in a Visual Arts journal.

Outcome 2: Make and present at least one finished artwork and document the art making in a Visual Arts journal.

Outcome 3: Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Unit 2: Understand, Develop and Resolve

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

Outcome 1: Students design and curate a thematic exhibition of six artworks.

Outcome 2: Students explore and document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

Outcome 3: Students document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Unit 3: Collect, Extend and Connect

Students are actively engaged in art making using materials, techniques and processes. They use a Visual Arts journal to record their art making, their research of artists, artworks and collected ideas. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

Outcome 1: Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

Outcome 2: Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Outcome 3: Research and plan an exhibition of the artworks of three artists.

Unit 4: Consolidate, Present and Conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. This process is documented in the student's Visual Arts journal. Students organise the presentation of their finished artworks. They continue to engage with galleries, museums, other exhibition spaces, and site-specific spaces and examine a variety of exhibitions

Outcome 1: Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques, and processes used in art making.

Outcome 2: Plan and display at least one finished artwork in a specific art form, and present a critique.

Outcome 3: Understand the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.

Unit 1: Finding, Reframing and Resolving Design Problems

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

Outcome 1: Use human-centered research methods to reframe a design problem and identify a communication need.

Outcome 2: Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Outcome 3: Develop a sustainable object, considering design's influence and factors that influence design.

Unit 2: Design Contexts & Connections

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

Outcome 1: Present an environmental design solution that draws inspiration from its context and a chosen design style.

Outcome 2: Apply culturally appropriate design practices and have an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Outcome 3: Apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3: Visual Communication in Design Practice

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

Outcome 1: Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Outcome 2: Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

Outcome 3: Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4: Delivering Design Solutions

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 are tested using models, mock-ups or low-fidelity prototypes.

Outcome 1: Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Outcome 2: Produce a design solution for each communication needs as defined in the brief, satisfying the specified design criteria.

Learning Area: Arts

Media

Unit 1: Media Forms, Representations and Australian Stories

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Outcome 1: Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

Outcome 2: Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3: Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative Across Media Forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Outcome 1: Analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2: Apply the media production process to create, develop and construct narratives.

Outcome 3: Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Unit 1: Media Forms, Representations and Australian Stories

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

Outcome 1: Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Outcome 2: Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Outcome 3: Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.



Learning Area: Arts

Unit 4: Media Production; Agency and Control in and of the Media

Students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. They view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media

Outcome 1: Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

Outcome 2: Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.



Learning Area: Humanities

Accounting

Unit 1: The Role of Accounting

Students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations.

Outcome 1: Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Outcome 2: Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting for a Trading Business

Students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record, report the movements of inventory through the business and discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.

Outcome 1: Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Outcome 2: Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Unit 3: Financial Accounting for a Trading Business

Students identify and record financial data for a business using double entry accounting to generate accounting information in the form of accounting reports and graphical representations. This data is analysed and strategies developed to improve the performance of the business.

Outcome 1: Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Outcome 2: On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Recording, Reporting, Budgeting and Decision – Making

Students develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the implications of using alternative methods of depreciating for non-current depreciable assets.

Outcome 1: Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2: Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Unit 1: Planning a Business

Students investigate the 'business idea' and development process from conception to operation. There is an emphasis on entrepreneurship, comprising the skills, preparations, considerations and challenges of turning an idea into a reality. Students explored the factors affecting business ideas and the internal and external environments within which businesses operate.

Outcome 1: Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Outcome 2: Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3: Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2: Establishing a Business

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. Students also examine the legal requirements that must be satisfied to establish a business and also investigate the essential features of effective marketing.

Outcome 1: Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

Outcome 2: Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3: Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Outcome 1: Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Outcome 2: Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Outcome 3: Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a Business

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

Outcome 1: Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, using key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

Outcome 2: Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Learning Area: Humanities

Geography

Unit 1: Hazards and Disasters

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Outcome 1: Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

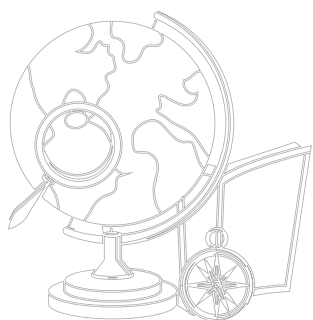
Outcome 2: Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Outcome 1: Analyse, describe and explain the nature of tourism at a range of scales.

Outcome 2: Analyse the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.



Unit 3: Changing the Land

Students focus on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

Outcome 1: Analyse processes that result in changes to land cover and evaluate its impacts and responses resulting from these changes.

Outcome 2: Analyse land use change and evaluate its impacts.

Unit 4: Human Population – Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Outcome 1: Analyse, describe and explain population dynamics on a global scale.

Outcome 2: Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies responding to these.

Learning Area: Humanities

History

Unit 1: Modern History – Change and Conflict

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

Outcome 1: Ideology and conflict. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Outcome 2: Social and cultural change. Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2: Modern History – The Changing World Order

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

Outcome 1: Causes, course and consequences of the Cold War. Explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2: Challenge and change. Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Unit 3 and 4: The French and Russian Revolutions

Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic, and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Outcome 1: Causes of Revolution. Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Outcome 2: Consequences of Revolution. Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.



Learning Area: Humanities

Economics

Unit 1: Economic Decision-Making

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Every country is faced with the same basic economic problem: how are resources to be allocated to best meet the needs and wants of its people? Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. Students consider the roles of three key economic agents in the Australian economy.

Outcome 1: Describe the basic economic problem, discuss the role of consumers, businesses, and the government in the economy, and analyse the factors that affect economic decision-making.

Outcome 2: Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

Unit 2: Economic Issues and Living Standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion.

Outcome 1: Explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth.

Outcome 2: Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Unit 3: Australia's Living Standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Outcome 1: Analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.

Outcome 2: Analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.

Outcome 3: Analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Unit 4: Managing the Economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards. This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy.

Outcome 1: Discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.

Outcome 2: Discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

Learning Area: Humanities

Legal Studies

Unit 1: Guilt and Liability

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.

Outcome 1: Describe the main sources and types of law, and assess the effectiveness of laws.

Outcome 2: Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Outcome 3: Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 3: Rights and Justice

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. They 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. They investigate the extent to which the principles of justice are upheld in the justice system and apply legal reasoning and information to actual and/or hypothetical scenarios.

Outcome 1: Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice

Outcome 2: Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 2: Sanctions, Remedies and Rights

Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. 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.

Outcome 1: Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Outcome 2: Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Outcome 3: Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Unit 4: The People and the Law

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. Students will apply legal reasoning and information to actual scenarios.

Outcome 1: Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

Outcome 2: Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Unit 1: Existence and Knowledge

Students try to answer the following questions: what is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

Outcome 1: Analyse metaphysical problems and evaluate viewpoints and arguments arising from these, and identify metaphysical problems in relevant contemporary debates.

Outcome 2: Analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in the context of relevant contemporary debates.

Outcome 3: Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Questions of Value

Students try to answer the following questions: what are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Outcome 1: Analyse problems in ethics and moral theory and related contemporary debates, and evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

Outcome 2: Analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

Unit 2: Questions of Value cont.

Outcome 3: Apply methods of philosophical inquiry to the analysis and evaluation of philosophical viewpoints and arguments, including those in value theory.

Unit 3: The Good Life

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world. Students engage with the set texts to develop perspectives on questions relating to the good life, including questions of relevance to contemporary living. Through critical reflection on ideas, perspectives, viewpoints and arguments, students develop and defend their own philosophical positions.

Unit 4: On Believing

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

Unit 1: Ideas, Actors and Power

Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular, the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non- democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

Outcome 1: Identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Outcome 2: Explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2: Global Connections

Students are introduced to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Outcome 1: Identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Outcome 2: Describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.



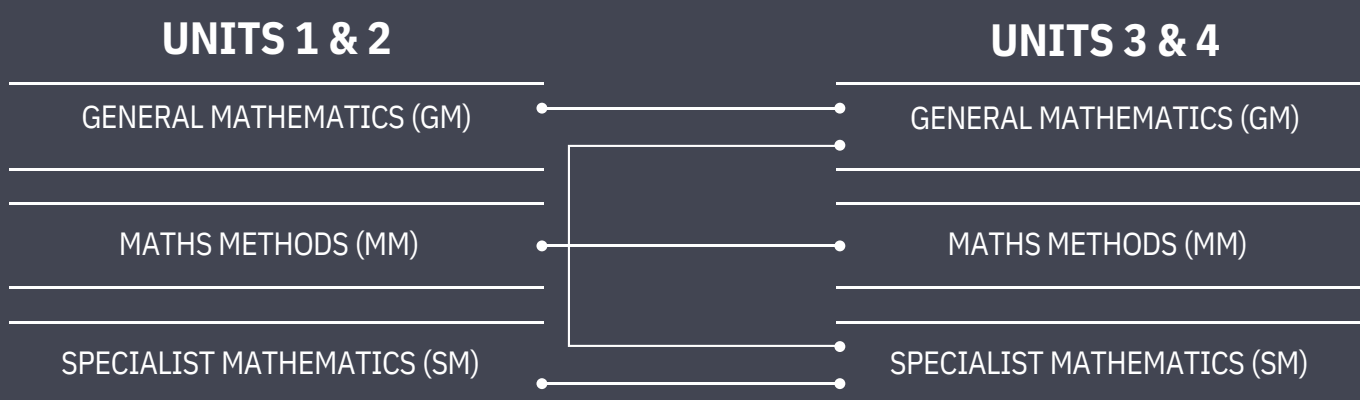


Learning Area: Mathematics

Selecting a Course

All VCE Mathematics subjects consist of a sequence of two units. Each unit is a semester in length.

It is vital that course selection for Unit 1 and 2 is considered carefully and realistically since this decision determines the choice of Mathematics in Units 3 and 4 and hence the available career paths.



VCE Mathematics Subjects

Units 1 & 2

General Mathematics (GM): If taken alone, General Mathematics allows students to continue to Unit 3 and 4 General Mathematics. If taken in conjunction with Mathematical Methods Units 1 and 2, General Mathematics gives a solid base for Mathematical Methods Units 3 and 4 and General Mathematics Units 3 and 4.

Mathematical Methods (MM): Students who choose this subject are required to have a solid understanding of Year 10 Maths Methods. It is possible for this subject to be taken in conjunction with General Mathematics Units 1 and 2 or alternatively with Specialist Maths Units 1 and 2.

Specialist Mathematics (SM): Students who choose this subject are required to have a very good understanding of Year 10 Maths Methods. This subject should be taken in conjunction with Mathematical Methods Units 1 and 2 to provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Units 3 & 4

General Mathematics (GM): Students will have completed a minimum of General Mathematics Units 1 and 2. Students in Year 11 that do Units 3 and 4 General Mathematics must have a solid understanding of Year 10 Mathematics.

Mathematical Methods (MM): Students must have completed Mathematical Methods Units 1 and 2. They may have also completed General Mathematics.

Specialist Mathematics (SM): Specialist Mathematics must be studied in conjunction with Mathematical Methods Units 3 and 4. Students must have completed Mathematical Methods Units 1 and 2. It is recommended that they complete Specialist Maths Units 1 and 2.

Learning Area: Mathematics

Mathematics Pathways at VCE

TOTAL NO. OF UNITS	UNITS 1 AND 2	UNITS 3 AND 4	POSSIBLE CAREER PATH
8	MM (and GM) or MM (and SM)	MM and SM	Highest Level Engineering, Physics
6	MM (and GM)	MM	Most Engineering, Science, Economics, Medicine
4	GM	GM	Courses requiring ANY Unit 3 and 4 Maths
2	GM		Courses requiring no Unit 3 and 4 Maths

Outcomes

To satisfactorily complete each unit students are required to achieve these outcomes:

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modeling. To achieve this Outcome, students **MUST** have a CAS Calculator.



Learning Area: Mathematics



General Mathematics

Unit 1 & 2: General Mathematics

Students study Statistics, Financial Arithmetic, Sequences, Functions and Graphs, Algebra, Trigonometry, Geometry, and Measurement.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse, and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Unit 3 & 4: General Mathematics

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 Matrices and Networks and decision mathematics.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Note: CAS Calculators

All VCE Mathematics students are expected to own an approved CAS calculator preferably the one from the school booklist. Appropriate use of technology is a requirement of the course. In particular, students are encouraged to use CAS calculators, spreadsheets and other relevant computer software.

Learning Area: Mathematics

Mathematical Methods

Unit 1 & 2: Mathematical Methods

Students study the following topics in Mathematical Methods Unit 1: Linear Equations, Quadratic Equations, Cubic Equations and Quartic Equations, as well as Functions and Relations. Students in Mathematical Methods Unit 2 study the following topics: Differential Calculus, Anti differentiation, Circular functions, Probability, Logarithms, Exponential Functions.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Unit 3 & 4: Mathematical Methods

Students study: Functions and Graphs, Calculus, Algebra, Statistics, and Probability. Each area of study is covered in a progression from Unit 3 to Unit 4. There is a development in the complexity and sophistication of problem types and mathematical processes used in applications from these areas of study. Appropriate use of technology to support and develop the teaching and learning of mathematics will be incorporated into the course. In particular, students are encouraged to use CAS calculators, spreadsheets, and other relevant computer software.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Note: CAS Calculators

All VCE Mathematics students are expected to own an approved CAS calculator preferably the one from the school booklist. Appropriate use of technology is a requirement of the course. In particular, students are encouraged to use CAS calculators, spreadsheets and other relevant computer software.

Specialist Maths

Unit 1 & 2: Specialist Maths

Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This involves the study of Number Systems, Recursion, Geometrical Proofs, Distributions, Trigonometry, Graph Theory, Non-Linear Relations, Vectors, Transformations, Matrices, Kinematics, Logic and Proofs.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Unit 3 & 4: Specialist Maths

Students study the following topics: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics, Probability and Statistics. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The content for Unit 3 and Unit 4 provides a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Outcome 1: Apply a range of related mathematical routines and procedures from each area of study.

Outcome 2: Apply, analyse and discuss mathematical processes in non-routine contexts.

Outcome 3: Use technology to conduct analysis in situations requiring problem-solving or modelling.

Learning Area: Health and Physical Education

Physical Education

Unit 1: The Human Body in Motion

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

Unit 2: Physical Activity, Sport and Society

Students develop their understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Students explore different types of physical activity promoted within and beyond their community, gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity.

Unit 3: Movement Skills and Energy for Physical Activity

Students are introduced to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to Improve Performance

Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club, and elite). Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems, and fitness components. Students then consider all physiological data, training principles, and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

For more information on Physical Education - see the [VACC, VCE Physical Education link here](#)

Learning Area: Health and Physical Education

Health and Human Development

Unit 1: Understanding Health and Wellbeing

Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. It occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. Students explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status.

Unit 3: Australia's Health in a Globalised World

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Students explore various public health approaches and the interdependence of different models. Australian health system, the progression of change in public health approaches should be seen within a global context

Unit 2: Managing Health and Development

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. Students explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood, and management of health-related milestones and changes. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Unit 4: Health and Human Development in a Global Context

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Unit 1: How do Organisms Regulate their Functions?

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.

Outcome 1: Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2: Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Outcome 3: Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2: How Does Inheritance Impact on Diversity?

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

Outcome 1: Explain and compare chromosomes, genomes, genotypes, and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2: Analyse the advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance the survival of species within an ecosystem.

Outcome 3: Identify, Analyse and Evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3: How do Cells Maintain Life?

Students 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.

Outcome 1: Analyse the relationship between nucleic acids and proteins, and evaluate how tools and Techniques can be used and applied in the manipulation of DNA.

Outcome 2: Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways

Unit 4: How does Life Change and Respond to Challenges?

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 disease-related challenges.

Outcome 1: Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired, and evaluate challenges and strategies in the treatment of disease.

Outcome 2: Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3: Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Learning Area: Science Chemistry

Unit 1: How can the Diversity of Materials be Explained?

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.

Outcome 1: Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Outcome 2: Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Outcome 3: Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2: How do Chemical Reactions Shape the Natural World?

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 also 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.

Outcome 1: Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Outcome 2: Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases, and salts, and apply stoichiometry to calculate chemical quantities.

Outcome 3: Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Unit 3: How Can Design and Innovation Help to Optimise Chemical Processes?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Outcome 1: Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Outcome 2: Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4: How are Carbon-Based Compounds Designed for Purpose?

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

Outcome 1: Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.

Outcome 2: Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Outcome 3: Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Learning Area: Science Physics

Unit 1: How is Energy Useful to Society?

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.

Outcome 1: Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2: Explain, apply, and evaluate nuclear radiation, radioactive decay, and nuclear energy.

Outcome 3: Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2: How does Physics Help us to Understand the World?

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.

Outcome 1: Investigate, analyse, mathematically model, and apply force, energy and motion.

Outcome 2: Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.

Outcome 3: Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3: How do Fields Explain Motion and Electricity

In this unit students use Newton's laws to investigate motion in one and two dimensions. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Outcome 1: Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Outcome 2: Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

Outcome 3: Analyse and evaluate an electricity generation and distribution system.

Unit 4: How Have Creative Ideas and Investigation Revolutionised Thinking In Physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some light observations. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.

Outcome 1: Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Outcome 2: Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Learning Area: Science Psychology

Unit 1: How are Behaviour and Mental Processes Shaped?

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.

Outcome 1: Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Outcome 2: Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Outcome 3: Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Unit 2: How do Internal and External Factors Influence Behaviour and Mental Processes?

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.

Outcome 1: Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Outcome 2: Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Outcome 3: Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Unit 3: How does Experience Affects Behaviour and Mental Processes

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.

Outcome 1: Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

Outcome 2: Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4: How is Mental Wellbeing Supported and Maintained?

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.

Outcome 1: Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Outcome 2: Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Outcome 3: Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.



Learning Area: Technology

Food Studies

Unit 1: Food Origins

Students focus on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed since.

Outcome 1: Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Outcome 2: On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: Food Makers

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

Outcome 1: Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Outcome 2: Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in Daily Life

Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines. Students focus on the 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.

Outcome 1: Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2: Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food Issues Challenges, and Futures

Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students 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.

Outcome 1: Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2: Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.



Learning Area: Technology

Systems Engineering 1 &2

Unit 1: Electrotechnological Systems Design

This unit explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it. Students will investigate electrotechnological engineering and explore fundamental engineering principles to understand the concepts and components essential for designing and producing electrotechnological systems with sustainable design concepts.

Students are introduced to electrotechnological 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 electrotechnological systems. 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.

Unit 1 Outcome 1: On completion of this unit the student should be able to explain developments in electrotechnology, discuss influences on electrotechnological design, and investigate, define, generate and design an electrotechnological system that incorporates sustainable design concepts.

Unit 1 Outcome 2: On completion of this unit, the student should be able to use the systems engineering process to discuss and apply basic electrotechnological and control engineering concepts, principles and components to produce a system that addresses a sustainability problem, and evaluate the system and their use of the systems engineering process.

Unit 2: Mechanical Systems Design

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. Students address inclusive design problems, which support communities and improve people's lives, by creating operational systems using the systems engineering process. Inclusive design concepts emphasise creating systems that consider the diverse needs of all people.

Unit 2 Outcome 1: On completing this unit, the student should be able to explain the evolution of mechanical systems and discuss innovation and inclusive responses to mechanical engineering design.

Unit 2 Outcome 2: On completing this unit, the student should be able to explain and apply basic engineering principles and concepts and engage with the systems engineering process to use components to design and produce a mechanical system that addresses a problem related to inclusive design.



Learning Area: Technology

Systems Engineering 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 electrotechnological integrated and controlled system that considers ethical design. Students also learn about the technologies used to harness energy sources to power engineered systems.

Unit 3 Outcome 1: On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system that considers ethical design using the systems engineering process.

Unit 3 Outcome 2: On completion of this unit, the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and critique technologies used to harness, generate, and store non-renewable and renewable energy.

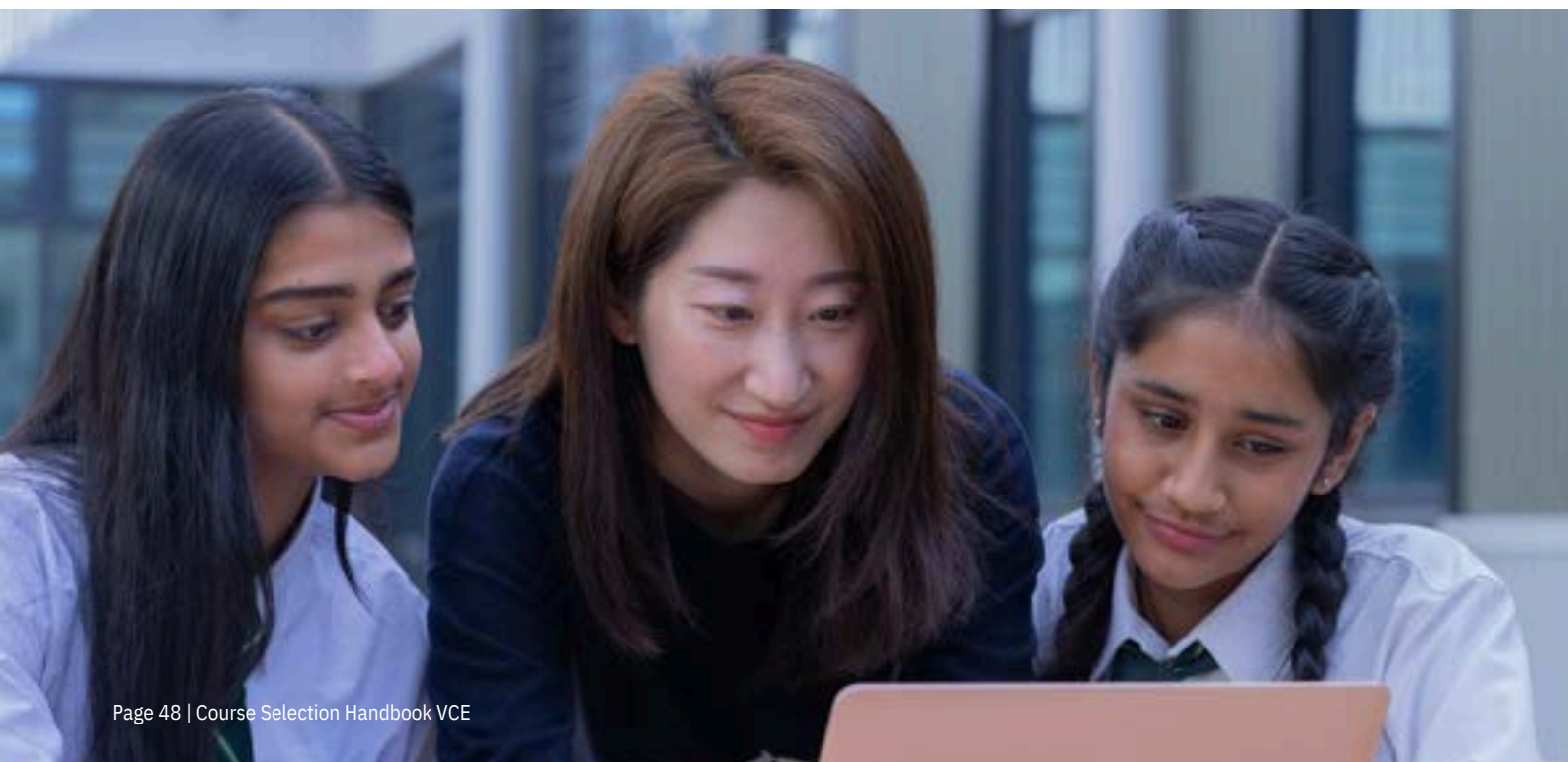
Unit 4: Systems Production and Innovative Technologies

Unit 4: Systems production and innovative technologies
In this unit, students complete the creation of mechanical and electrotechnological 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 4 Outcome 1: On completion of this unit the student should be able to evaluate and critique their production, test and diagnose processes and justify a mechanical and electrotechnological integrated and controlled system that considers ethical design using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.

Unit 4 Outcome 2: On completion of this unit, the student should be able to evaluate a range of new and emerging systems engineering technologies and analyse and critique likely impacts of these selected technologies.



Learning Area: Technology

Applied Computing

Unit 1: Applied Computing

Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

Outcome 1: Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.

Outcome 2: Interpret teacher-provided solution requirements to design and develop a software solution using an object-oriented programming language.

Unit 2: Applied Computing

Students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

Outcome 1: In collaboration with other students, identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.

Outcome 2: Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.



Unit 3: Software Development

Students apply the problem-solving methodology to develop working software modules using an object-oriented programming (OOP) language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Outcome 1: Interpret teacher-provided solution requirements and designs and use appropriate features of an object-oriented programming language to develop working software modules.

Outcome 2: Document a problem, need or opportunity, formulate a project plan, document an analysis, and generate design ideas and a preferred design for creating a software solution.

Unit 4 : Software Development

Students focus on how the needs of individuals and organisations are met through the development of software solutions using an object-oriented programming (OOP) language and consider the cyber security risks to organisations as a result of insecure software development practices.

Outcome 1: Develop and evaluate a software solution that meets requirements and assess the effectiveness of the project plan.

Outcome 2: Respond to a teacher-provided case study to analyse an organisation's software development practices, identify and evaluate current security controls and threats to software development practices, and make recommendations to improve practices.

Abbreviations Glossary Resources

ATAR	Australian Tertiary Admissions Rank
EAL	English as an Additional Language
GAT	General Achievement Test
KLA	Key Learning Area. The eight subject areas: English, Mathematics, Science, Arts, Technology, Languages Other Than English, Humanities, Physical Education and Health
LAL	Learning Area Leader who is in charge of one of the Key Learning Areas.
SAC	School-assessed Coursework
SAT	School-assessed Task
TAFE	Technical and Further Education
VCE	Victorian Certificate of Education
VCAA	Victorian Curriculum and Assessment Authority
VCEVM	Victorian Certificate of Education: Vocational Major

(Website: www.vcaa.vic.edu.au)

Assessment Task

A task set by the teacher to assess students' achievements of unit outcomes.

Outcomes

What a student is expected to know and be able to do (the key knowledge and skills) in order to satisfactorily complete a unit as specified in the VCE study design.

GAT

The GAT is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences. Students enrolled in Units 3 and 4 must sit the GAT. The GAT plays an important role in checking that the school assessments and examinations have been accurately assessed. It does not count towards VCE results or the ATAR (Australian Tertiary Admissions Rank) except when a student relies on a derived score and special consideration has been granted by the VCAA.

SAC

A school-based assessment that is reported as a grade for Units 3 and 4. School-assessed Coursework consists of a set of assessment tasks that assess students' achievements of Units 3 and 4 outcomes.

SAT

A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Resources

It is important that students consult up-to-date resources as prerequisites can change from year to year. The following resources may be useful:

- BHS Pathways website which links to all of the following
- Victorian Curriculum and Assessment Authority
- VTAC Courselink www.vtac.edu.au [courselink](http://courselink.vtac.edu.au)
- University/TAFE materials including websites
- Careers Counselling
- Attending Open Days at Universities and TAFE Institutions

Choosing careers and pathways beyond school requires careful thought and planning. Students should consult with the School Pathways and Transitions Leader.





Learning Area Leaders – Student Support

Students who would like further information about particular electives should seek guidance from the leaders listed below.

- Humanities - Ms Wilson (Freeman) & Ms Talevski (Melba)
- Health and Physical Education - Ms Van Der Westhuizen (Melba) & Mr Nicholson (Dunlop)
- Science and Technology - Ms Hellweg , Mr Meatheringham & Ms Reber (Hollows)
- English Mr Moss (Dunlop) & Ms Giangiolio (Melba)
- Mathematics Ms Mowat (Freeman) & Ms Hang (Freeman)
- The Arts Ms Angus (Dunlop) & Ms Roach (Freeman)
- Languages Mr Conte (Front Office)
- Music Mr Ziino (Melba) & Ms Gammune and Ms Birze (Melba)

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