

SUBJECT SELECTION HANDBOOK

SENIOR VCE 2023

WERRIBEE SECONDARY COLLEGE

Live Worthily





OUR MOTTO

Live worthily.

OUR VISION

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community “lives worthily”.

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

OUR MISSION

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programs equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.



Dear Student and Parents,

This is an exciting time for students as they approach the end of their secondary schooling and plan for their life after Werribee Secondary College.

There are many options for both parents and students to consider in choosing the right pathway. Our students have the choice of three certificates:

- **International Baccalaureate Diploma Programme (IBDP)**
- **Victorian Certificate of Education (VCE)**
- *** Victorian Certificate of Education (VCE) (VM & VPC) Vocational Major and Victorian Pathways Certificate** (**New in 2023: refer to following page for further details*)

We encourage families to discuss the pathway that is best. We ask that you consider the following when making pathway decisions:

- **What your child enjoys**
- **What he/she would like to do in the future**
- **What they are good at**

Students have been involved in a number of information sessions about each of the certificates and will also be completing information sessions about individual subjects over the coming weeks. We hope that this will allow students to make informed decisions about the certificate they would prefer to undertake over the next couple of years. All students have the choice of which pathway is best to meet their goals. They will go through a course counselling process where they can discuss the direction they wish to pursue in the future.

Students will be given advice about Vocational Education and Training (VET), prerequisites, subjects and ATAR's. There are many areas that are taken into account by the Middle and Senior School's when supporting the student as they make realistic pathway choices. These include, but are not limited to the areas mentioned above and the following:

- **Academic progress in Year 10**
- **Work and study habits**
- **Goals**
- **Prerequisites required for tertiary courses**

The transition from Middle School to Senior School and from Year 11 to Year 12, can be an anxious time for both students and parents. We encourage students and parents to actively communicate with a member of the Senior School office should any issues or concerns arise, so that we can provide a source of support and guidance for students in their attempt to maximize their learning outcomes and achieve their preferred pathway.

The Senior School office is not the only place students and parents can get support, they can also speak with the wellbeing team, IB Coordinator and the Careers Office. You will find all the staff very approachable and happy to help.

We look forward to working with you.

- Senior School Team



SENIOR SECONDARY CERTIFICATE REFORM: COMMENCING 2023

REFER TO THE VM/VPC HANDBOOK FOR FURTHER INFORMATION REGARDING THESE OPTIONS.

Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL).

This will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

From 2023, enrolment options for Year 11 and 12 students will include:

- the Victorian Certificate of Education (VCE)
- the Victorian Certificate of Education Vocational Major (VCE VM)
- the Victorian Pathways Certificate (VPC).

A fully integrated VCE will be implemented from 2025.

NEW: VCE VOCATIONAL MAJOR

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, directly into employment or future university.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

NEW: VPC VICTORIAN PATHWAYS CERTIFICATE

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able, or ready to complete a certificate at the VCE level.

The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC will replace Foundation VCAL from 2023.

The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment.

The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.



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A VCE STUDY PROGRAM

The VCE (Victorian Certificate of Education) is awarded to students who successfully complete accredited studies in Years 11 & 12. At Werribee Secondary College students who choose the VCE are enrolling into an academic certificate with the aim of obtaining an ATAR Australian Tertiary Admission Rank (ATAR) and future tertiary University study.

CHOOSING A VCE COURSE

In order to successfully complete their VCE students are required to include at least 4 units of English across Year 11 and Year 12. Most students study 22 Units over two years in their VCE programs.

- **6 units in each semester of Year 11, a total of 12 units.**
- **5 units in each semester of Year 12, a total of 10 units.**

SUCCESSFUL COMPLETION OF THE VCE AND ELIGIBILITY FOR AN ATAR

To be eligible for promotion to Year 12, students in Year 11 must satisfactorily complete 8 units including one unit of English. To be eligible for the award of the VCE and an ATAR, students must satisfactorily complete a minimum 16 units. These must include:

- **A minimum of THREE units of English.**
- **A minimum of FOUR Unit 3/4 sequences (including English)**

ATAR CALCULATION (<http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf>)

The following process is used to calculate each student's ATAR. All Study Scores are scaled to adjust for the fact that it is more difficult to obtain a high Study Score in some studies than others. This is NOT because some studies are inherently harder than others. This IS because some studies attract a more competitive cohort of students than others. Once they have been scaled, they are referred to as VTAC Scaled Study Scores. An aggregate is calculated by adding:

- a student's best VTAC Scaled Study Score in any one of the English studies,
- the VTAC Scaled Study Scores of their next best three permissible studies,
- 10 per cent of the VTAC Scaled Study Score for a fifth study (where available),
- 10 per cent of the VTAC Scaled Study Score for a sixth study (where available).

Example:

| ATAR | 89.00 | | Aggregate | 157.19 | | |
|-----------|-------|--------|-----------|---------|---------|-------------|
| Subject | Year | Scaled | Grade 1 | Grade 2 | Grade 3 | Study Score |
| ENGLISH | 2010 | 36.99 | B+ | A | A+ | 38 |
| FURTHER | 2010 | 39.34 | A+ | A | A | 41 |
| ECONOMICS | 2009 | 37.49 | A | A | B+ | 35 |
| METHODS | 2010 | 36.45 | B+ | B | B | 31 |
| BUSINESS | 2010 | 03.46 | A | A+ | A | 38 |
| PSYCH | 2009 | 03.46 | A | A+ | B | 36 |

In calculating the ATAR, 50% to 66% of the study score for each subject is based on the November exams. Work assessed by teachers in class accounts for the rest of the study score. Exams are a large part of determining a student's final ATAR. For this reason students at WSC have been sitting exams from Year 7, assisting them to develop exam techniques and exam preparation skills.

CHOOSING SUBJECTS FOR THE VCE

Students have been given a VCE subject selection sheet. Students choose subjects that are prerequisites for university study, that they are good at and that they enjoy. Student choice and available resources decide which subjects run. Places in classes for Year 11 are decided using Year 10 academic results.



ENGLISH UNIT REQUIREMENTS

The English requirement is three units from the English group, with at least one unit at Unit 3 or Unit 4 level.

English Group

The English group consists of:

- English Units 1 to 4
- English (EAL) Units 1 to 4
- English Language 1 to 4

No more than two units at Units 1 and 2 level may count towards the English requirement.

Students may not obtain credit for both English Units 3 and 4 and English (EAL) Units 3 and 4.

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE

Aims:

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

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

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

| UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 |
|--|--|---|--|
| <p>On completion of this unit students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.</p> <p>Students should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during the writing process.</p> | <p>On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.</p> <p>Student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.</p> | <p>On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.</p> <p>Students should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.</p> | <p>On completion of this unit students should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.</p> <p>Student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

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

Units 3 and 4: School assessed coursework (50%)

End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/english/2023EnglishEALSD.docx>



ENGLISH LANGUAGE

Aims:

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

| UNIT 1: LANGUAGE AND COMMUNICATION | UNIT 2: LANGUAGE CHANGE | UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE | UNIT 4: LANGUAGE VARIATION AND IDENTITY |
|--|--|--|---|
| <p>The use of language is an essential aspect of human behaviour, the means by which individuals relate to the world, to each other, and to the community of which they are members. This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others.</p> <p>The relationship between speech and writing and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language and the stages of language acquisition across a range of subsystems.</p> | <p>In this unit, students focus on language change. Students consider factors contributing to language change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected.</p> <p>Students consider how the global spread of English has led to a diversification of the language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.</p> | <p>Language is a means of social interaction where we communicate information, ideas, attitudes, prejudices and ideological stances through written and spoken texts. Students examine the stylistic features of formal and informal language in both spoken and written modes. How texts are influenced by the situational and cultural contexts in which they occur is considered.</p> <p>Students examine how function, field, mode, setting and the relationships between participants all contribute to a person’s language choice, as do the values, attitudes and beliefs held by participants and the wider community.</p> | <p>In this unit students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.</p> |

Assessment: Satisfactory completion - Demonstrated achievement of the set of outcomes

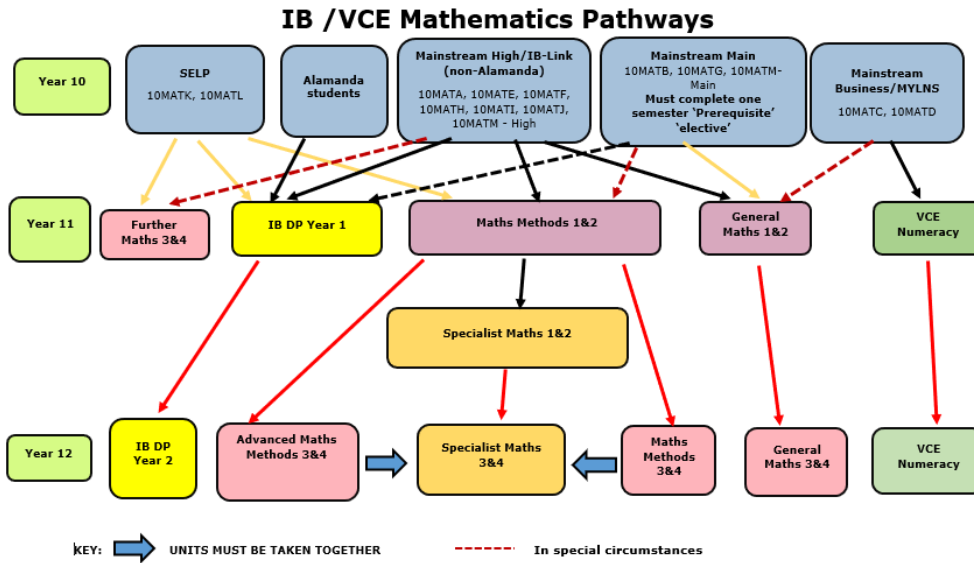
Units 1 and 2: Individual school decision on the levels of achievement

Units 3 and 4: School assessed coursework (50%)
End-of-year examination (50%)



MATHEMATICS PATHWAYS

WERRIBEE SECONDARY COLLEGE – MATHEMATICS PATHWAY



Eligibility:

| <u>Year 10 group in 2022</u> | <u>Year 11 Subject</u> | <u>For success it is strongly recommended...</u> |
|---|---------------------------------|--|
| Mainstream Business & Main | VCE Numeracy | All students |
| Mainstream Main & High | VCE General Maths | 60% overall mark for both semesters |
| Mainstream High IB Link (non-Alamanda) SELP ADV | IB DP Maths & VCE Maths Methods | 70% in the additional section of semester 1-examination and 70% overall mark for both semesters |
| Mainstream Main | | 80% overall mark for both semesters and must successfully complete the elective prerequisite course called “Maths Methods Meeting the Prerequisites” |
| IB Link (Alamanda) | IB DP Maths | 70% in the additional section of semester 1-examination and 70% overall mark for both semesters |
| SELP ACC | VCE Specialist Maths | 70 % for both semesters |
| Mainstream High IB Link (non-Alamanda) SELP ADV | | 80% in the additional section of semester 1 examination and 80% overall mark for both semesters |
| SELP ACC or ADV | VCE Further Maths Units 3&4 | Must have done a Unit 1 & 2 subject in Year 10 and have 70% overall Maths mark for both semesters |

Students wishing to complete multiple Mathematics Subjects in VCE:

It is possible, but not advisable, to complete three maths subjects.

Year 11: Students may complete both Maths Methods and General Maths. Students completing Specialist Maths must also study Maths Methods.

Year 12: Students may complete both Maths Methods and General Maths. Students completing Specialist Maths must also study Maths Methods.



MATHEMATICS: GENERAL MATHEMATICS

Introduction Video

Prior Learning:

Prerequisites for Units 1 & 2: Successful completion of Year 10 Mathematics.

Prerequisites for Units 3 & 4: Successful completion of Units 1 and 2 General Mathematics or Units 1 and 2 Mathematical Methods.

Aims (Outcomes):

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

| UNIT 1: CAS | UNIT 2: CAS | UNIT 3: CAS | UNIT 4: CAS |
|---|---|---|---|
| Data analysis, probability and statistics Discrete mathematics | Data analysis, probability and statistics Discrete mathematics | Data analysis, probability and statistics Discrete mathematics | Data analysis, probability and statistics Discrete mathematics |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes

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

Unit 3: School assessed coursework (24%)

Unit 4: School assessed coursework (16%)

Units 3 and 4: End-of-year examination 1 (30%)

Units 3 and 4: End-of-year examination 2 (30%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



MATHEMATICS: MATHEMATICAL METHODS

[Introduction Video](#)

Prior Learning:

Prerequisites for Units 1 & 2: Successful completion of advanced questions of Y10 Mainstream Mathematics.

Prerequisites for Units 3 & 4: Successful completion of Units 1 and 2 Mathematical Methods.

Aims (Outcomes):

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

| UNIT 1: CAS | UNIT 2: CAS | UNIT 3: | UNIT 4: |
|---|---|---|---|
| Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Unit 3: School assessed coursework (20%)

Unit 4: School assessed coursework (20%)

Units 3 and 4: End-of-year examination 1 (20%)

Units 3 and 4: End-of-year examination 2 (40%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



MATHEMATICS: SPECIALIST MATHEMATICS

[Introduction Video](#)

Prior Learning:

Prerequisites for Units 1 and 2: Successful completion of Year 10 Mathematics.

Prerequisites for Units 3 and 4: Successful completion of Units 1 and 2 Specialist Mathematics

Aims (Outcomes):

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

| UNIT 1: | UNIT 2: | UNIT 3: | UNIT 4: |
|---|---|---|---|
| Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics | Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Unit 3: School assessed coursework: (20%)

Unit 4: School assessed coursework: (20%)

Units 3 and 4: End-of-year examination 1 (20%)

Units 3 and 4: End-of-year examination 2 (40%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



ACCOUNTING

[Introduction Video](#)

Aims:

This study focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. The study examines both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and computer methods.

| UNIT 1: Role of accounting in business | UNIT 2: Accounting and decision-making for a trading business | UNIT 3: Financial accounting for a trading business | UNIT 4: Recording, reporting, budgeting and decision-making |
|--|---|--|---|
| <p>This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.</p> | <p>In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.</p> | <p>This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business</p> | <p>In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.</p> |

Assessment: Satisfactory completion - Demonstrated achievement of the set of outcomes.

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

Units 3 and 4: School assessed coursework (25% each semester)
End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/accounting/Pages/index.aspx>



APPLIED COMPUTING: DATA ANALYTICS/SOFTWARE DEVELOPMENT

Introduction Video

Aims:

This study enables students to apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions. VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

| UNIT 1: APPLIED COMPUTING | | UNIT 2: APPLIED COMPUTING | |
|--|---|--|---|
| <p>This unit has two major area of studies – Data Analytics and Programming.</p> <p>In the Data Analytics unit, students learn to extract useful information from the raw data. They collect data from a range of sources and using software tools such as Excel, they learn to analyse, manipulate and create their own data visualisations, which include charts, graphs, histograms, maps and network diagrams.</p> <p>In the Area of Study 2, students are introduced to algorithms and programming concepts. Using Visual Basic as the programming language, students develop small working modules using features of programming language.</p> | | <p>This unit examines the hardware and software components required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks and propose strategies for reducing security risks.</p> | |
| DATA ANALYTICS | | SOFTWARE DEVELOPMENT | |
| UNIT 3 | UNIT 4 | UNIT 3 | UNIT 4 |
| <p>Students develop data visualization skills & techniques required to collect, manipulate and present their data using software such as database, spreadsheet and data visualization tools. They use this knowledge to propose a research question and develop a design for creating infographics or dynamic data visualisation.</p> | <p>In the second part of their school assessed task (SAT), students create Infographics or dynamic data visualisations that address their research topic and communicate findings intended for a target audience.</p> | <p>Students develop a range of programming skills and techniques required to design and develop software solutions. In the first part of their school assessed task (SAT), they identify a need or opportunity, analyse the requirements and develop workable design for creating a software solution.</p> | <p>In the second part of their school assessed task (SAT), students apply programming skills to develop a workable software solution that meets requirements.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Units 3 and 4: School assessed Coursework (20%)
 School assessed Task (30%)
 End-of-year Examination (50%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx>



ART MAKING AND EXHIBITING

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aim:

Throughout VCE Art Making and Exhibiting, students develop an understanding of the curation, presentation, and conservation and care of artworks. They curate and present their own and others' artworks for display. Students also demonstrate their knowledge of specific exhibitions and how these have influenced their ideas and understanding of the practice's artists use to make artworks and how artworks are displayed for exhibition in galleries, museums, other exhibition spaces and site-specific spaces. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks. The structure of Art Making and Exhibiting, with key concepts of art making and exhibiting artworks across Units 1–4, is indicated below:

| UNIT 1: Explore, Expand & Investigate | UNIT 2: Understand, Develop and Resolve | UNIT 3: Collect, Extend and Connect | UNIT 4: Consolidate, present and conserve |
|--|--|--|---|
| <p>Investigate the artworks of Australian artists from different contexts</p> <ul style="list-style-type: none"> • Explore the different ways artists use materials, techniques and processes in their art making. • Experiment with materials to stimulate ideas and develop new ways of thinking | <p>Students respond to a set theme & progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. The planning and development of at least one finished artwork are documented in their Visual Arts journal.</p> | <p>Students are actively engaged in art making using materials, techniques and processes. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group.</p> | <p>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. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

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

Unit 3: School assessed coursework (5%)

Unit 4: School assessed coursework (5%)

Units 3 and 4: School Assessed Task (60%)

End-of-year examination (30%)

<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>



BIOLOGY

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

Biology is the study of living organisms, of life processes, and of the different levels of organization from molecule to biosphere. It includes the study of interactions within living communities and between organisms and their environments. Biology also considers the unity and continuity of life as well as diversity and change.

| UNIT 1: How do organisms regulate their functions? | UNIT 2: How does inheritance impact diversity? | UNIT 3: How do cells maintain life? | UNIT 4: How does life change and respond to challenges? |
|--|---|---|--|
| <p>In this unit students examine the cell as the structural and functional unit of life: cell growth, replacement and death and the role of stem cells. They explore how systems function in vascular plants and animals, and consider the role of homeostatic mechanisms.</p> | <p>In this unit students explore reproduction and the transmission of biological information along generations and the impact this has on species diversity. They explain meiosis and consider how the relationship between genes, the environment and epigenetic factors influence phenotype. They explain the inheritance of characteristics using pedigrees and Punnett squares.</p> | <p>In this unit students investigate the workings of the cell. The relationship between nucleic acids and proteins, as well as their structure and function is examined. They consider gene expression in prokaryotic and eukaryotic cells. They explore manipulation of DNA and application of biotechnologies.</p> <p>Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.</p> | <p>In this unit students consider the continual change and challenges to which life on Earth has been subjected to. They study the human immune system and how it works to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.</p> <p>Students consider how evolutionary biology is based on the accumulation of evidence over time. They consider evidence for evolution and look at trends in human evolution.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

Units 1 and 2: Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentation and examination.

Units 3: School-assessed coursework (16%)

Units 4: School-assessed coursework (24%)

Units 3 and 4: End-of-year examination (60%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>



BUSINESS MANAGEMENT

Introduction Video

Prior Learning:

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

Aims:

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

| UNIT 1: Planning a business | UNIT 2: Establishing a business | UNIT 3: Managing a Business | UNIT 4: Transforming a business |
|---|--|--|--|
| Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. | This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years. | 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. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice. | Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory. |

Assessment: Satisfactory completion - Demonstrated achievement of the set outcomes specified in the unit.

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

Unit 3: School-assessed coursework (25%)

Unit 4: School-assessed coursework (25%)

Units 3 and 4: End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>



CHEMISTRY

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

| UNIT 1: How can the diversity of materials be explained? | UNIT 2: How do chemical reactions shape the natural world? | UNIT 3: How can chemical processes be designed to optimise efficiency? | UNIT 4: How are organic compounds categorised, analysed and used? |
|--|--|---|--|
| Students investigate the chemical structures and properties of a range of materials and this is linked to the development and use of materials for specific purposes. Chemical bonding and ways that chemical quantities are measured are covered. Manufacturing innovations leading to more sustainable products being produced are considered. Students conduct practical investigations involving a variety of reaction types and a range of laboratory techniques. A student-directed research investigation into the sustainable production or use of a selected material is undertaken in Area of Study 3. | Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A student-designed scientific investigation that is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water is undertaken in Area of Study 3. | The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. | Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

Units 1 and 2: Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentations and examination.

Unit 3: School assessed coursework (16%)

Unit 4: School assessed coursework (24%)

Units 3 and 4: End-of-year examination (60%)

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx>



ECONOMICS

[Introduction Video](#)

Aims:

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens and may therefore assist them in making more informed and responsible decisions. The structure over the two years under the accredited study design is:

- Unit 1: Economic decision-making
- Unit 2: Economic issues and living standards
- Unit 3: Australia’s living standards
- Unit 4: Managing the economy

| UNIT 1: Economic decision-making | UNIT 2: Economic issues and living standards | UNIT 3: Australia’s Living Standards | UNIT 4: Managing the Economy |
|--|---|---|--|
| On completion of this unit the student should be able to 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. | 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. | This unit focuses on the allocation of economic resources and how these are allocated in a market economy such as Australia. Internal economic goals are examined and evaluated. Finally, Australia’s external stability is examined with a focus on the balance of payments. Each of these issues are examined with particular link to material and non-material living standards. | This Unit focuses on how the government can influence the level of aggregate demand in the economy by utilising demand management policies such as budgetary and monetary policy. It also examines how the government aims to improve living standards through effective management of the supply side of the economy. |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Units 3 and 4: School assessed coursework (25% each semester)
End-of-year examination (50%).

<http://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf>



ENVIRONMENTAL SCIENCE

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

| UNIT 1: How are Earth’s dynamic systems interconnected to support life? | UNIT 2: What affects Earth’s capacity to sustain life? | UNIT 3: How can biodiversity and development be sustained? | UNIT 4: How can climate change and the impacts of human energy use be managed? |
|---|---|--|---|
| <p>In this unit students examine the processes and interactions occurring within and between Earth’s four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.</p> | <p>In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth’s air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.</p> | <p>In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.</p> | <p>In this unit students explore different factors that contribute to the variability of Earth’s climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.</p> <p>Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

Units 1 and 2: Individual school decision on levels of achievement based on a combination of practical reports, topic tests, field reports, assignments, multimedia or web page presentations, responses to media articles, oral presentation and examination.

Unit 3: School assessed coursework (20%)

Unit 4: School assessed coursework (30%)

Units 3 and 4: End-of-year examination (50%)

<http://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf>



FOOD STUDIES

[Introduction Video](#)

Aims:

Food Studies enables students to develop as informed and capable food citizens by investigating the reasons behind food decisions and acquiring the practical food skills to assist students in taking ownership of food.

Students will develop an understanding of:

- Practical food skills in the planning, preparation, evaluation and enjoyment of food
- The principles of nutrition, food science and sensory evaluation to food planning and preparation
- Food origins, cultures, customs and behaviours
- Global and local systems of food production, distribution and governance
- The influences on food choice
- The issues relating to economic, environmental and ethical dimensions of our food system
- Food advertising and current food trends

| UNIT 1: Food origins | UNIT 2: Food makers | UNIT 3: Food in daily life | UNIT 4: Food issues, challenges and futures |
|--|--|---|---|
| <p>This unit focuses on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.</p> <p>Students look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production and immigration. Students investigate cuisines that are part of Australia's culinary identity today.</p> | <p>In this unit students focus on commercial food production industries and the production of food in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.</p> | <p>This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students also investigate the functional properties of food and the changes that occur during food preparation and cooking.</p> <p>Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop.</p> | <p>In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ethics, farming practices, food wastage, and the use and management of water and land.</p> <p>Area of Study 2 focuses on individual development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students will navigate contemporary food fads, trends and diets. They will practise and improve their food selection skills by analysing the marketing terms used on food packaging.</p> |

Assessment: *Satisfactory completion* - Demonstrated achievement of outcomes specified for the unit.

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

Unit 3: School assessed Coursework (30%)

Unit 4: School assessed Coursework (30%)

End-of-year examination (40%)

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf



GEOGRAPHY

[Introduction Video](#)

Aims:

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

| UNIT 1: Hazards and disasters | UNIT 2: Tourism: Issues and Challenges | UNIT 3: Changing the land | UNIT 4: Human population: Trends and Issues |
|---|---|--|---|
| <p>This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.</p> | <p>In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.</p> | <p>This unit focuses on two investigations of geographical change: change to land cover and change to land use.</p> <p>Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.</p> <p>At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.</p> | <p>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.</p> <p>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 environmental, economic, social, and cultural impacts on people and places.</p> <p>Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.</p> |

Assessment: Satisfactory completion - Demonstrated achievement of the set of outcomes

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

Units 3 and 4: School assessed coursework (50%)

End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/geography/2022GeographySD.docx>



GLOBAL POLITICS

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

This study enables students to:

- understand and apply fundamental political concepts
- understand the nature of contemporary politics and power in national and global contexts
- critically examine the characteristics and features of Australian democracy
- analyse factors that shape the formulation and implementation of domestic and foreign policy
- analyse global issues and challenges, and the key actors that influence these
- evaluate the effectiveness of responses to global crises
- develop skills of logical and rational analysis, synthesis and argument.

| UNIT 1: Ideas, actors, and power | UNIT 2: Global connections | UNIT 3: Global actors | UNIT 4: Global challenges |
|---|---|--|--|
| <p>In this unit 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.</p> | <p>This unit introduces students 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.</p> | <p>In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives. VCE Global Politics is a contemporary study and focus must be on 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.</p> | <p>In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them. VCE Global Politics is a contemporary study and focus must be on 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.</p> |

Assessment: Satisfactory completion - Demonstrated achievement of the set of outcomes

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

Units 3 and 4: School assessed coursework (50%)
End-of-year examination (50%)

<https://vcaa.vic.edu.au/curriculum/vce/vce-study-designs/globalpolitics/Pages/index.aspx>



HEALTH AND HUMAN DEVELOPMENT

Introduction Video

Aims:

The central focus of the Health and Human Development study is to understand and manage health, wellbeing and development of the individual across the lifespan and to critically evaluate Australia’s health and human development in a globalised world.

This study aims to:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- Develop an understanding of the Australian healthcare system
- Apply the objectives of the United Nations’ Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs

| UNIT 1: Understanding health and wellbeing | UNIT 2: Managing Health and development | UNIT 3: Australia’s health in a globalised world | UNIT 4: Health and human development in a global context |
|--|---|---|---|
| <p>This unit examines the dimensions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions of youth health and wellbeing.</p> <p>The unit also examines indicators used to measure health status and sociocultural factors that contribute to variations in health behaviours.</p> <p>It also explores the functions of nutrients, food selection models and barriers to healthy eating.</p> | <p>This unit examines the human lifespan and the characteristics of development including physical, social, emotional and intellectual. It explores the key characteristics of healthy and respectful relationships.</p> <p>Students investigate the key aspects of Australia’s health care system and available health services. Students also examine the factors affecting access to health care and rights and responsibilities of accessing health care.</p> | <p>This unit examines the benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally. It examines the indicators used to measure health status and the biological, sociocultural and environmental factors that contribute to variations between population groups. Students explore the improvements in Australia’s health status and the reasons for these improvements.</p> | <p>This unit examines the factors that contribute to similarities and differences in health status and burden of disease. Students explore the concept and dimensions of sustainability and its role in the promotion of health and wellbeing. The implications of global trends including: climate change, conflict and mass migration and digital technologies. Students will also explore the rationale and objectives of the United Nations and priorities and work of the World Health Organisation.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

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

Unit 3 School assessed Coursework (25%)

Unit 4 School assessed Coursework (25%)

End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf>



HISTORY: MODERN OR ANCIENT

MODERN HISTORY

Aims: History is the practice of understanding and making meaning of the past. Students develop an understanding of present situations by examining a variety of Twentieth century societies, events, people and ideas. The study develops students’ analytical and critical thinking skills by evaluating the accuracy and significance of visual and written documents; dealing with key historical concepts such as cause and effect and continuity and change; as well as identifying and evaluating varying historical interpretations of the past.

| UNIT 1: Twentieth-Century History (1918-1939) | UNIT 2: Twentieth-Century History (1945-2000) | UNIT 3: Revolutions – Russia (1896-1927) | UNIT 4: Revolutions – China (1912-1971) |
|--|--|---|--|
| This unit explores the major political, economic, social and cultural changes that characterised the rise and consolidation of Nazism in Germany during this period. It also examines how German society responded to these changes and how ideology and conflict shaped social and cultural change during this era. | This unit investigates major themes and principal events of post-World War II history focusing, firstly, on the competing ideologies during the Cold War and its global impact and, secondly, other political and social issues that have shaped the second half of the twentieth century. | This unit focuses on Czarist Russia and how the role of revolutionary ideas, movements and leaders contributed to its collapse. It also investigates and evaluates the factors that led to the establishment and consolidation of the Soviet Union and the characteristics of the new society created by this revolution. | This unit focuses on revolutionary change in China. The role of revolutionary ideas, movements and leaders are examined. It also investigates and evaluates the consolidation of the revolution and creation of a new society. |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Units 3 and 4: School assessed coursework (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/history/2022HistorySD.docx>

End-of-year examination (50%)

ANCIENT HISTORY

[Introduction Video](#)

Aims: History is the practice of understanding and making meaning of the past. Students develop an understanding of present situations by examining a variety of ancient societies, events, people and ideas. The study develops students’ analytical and critical thinking skills by evaluating the accuracy and significance of visual and written documents; dealing with key historical concepts such as cause and effect and continuity and change; as well as identifying and evaluating varying historical interpretations of the past.

| UNIT 1: Mesopotamia | UNIT 2: Egypt | UNIT 3: Classical Greece | UNIT 4: Rome |
|--|--|--|--|
| This unit explores the rise of the Sumerian city-states, the evolution of Mesopotamian mythology, the first recorded instances of astronomy, astrology and writing, the world’s first recorded law code of Hammurabi and the glory that was Babylon. | This unit explores Egyptian mythology, the first dynasties, the personalities of the great pharaohs (Akhenaton, Ramesses II, Tutankhamun, Hatesput), the mystery of the pyramids, the mummification process, social life in ancient Egypt and the enigma that was Cleopatra. | The unit explores the magic of the Minoan civilization, Homer’s Greece, archaeology at Troy, the rise of the city-states, the wonder that was Classical Athens, the monuments of ancient Greece that still inspire us, the Spartan military machine and the brilliant career of Alexander the Great. | The unit focuses on the rise of Rome, the personalities and achievements of Julius Caesar, Augustus, Hadrian and Constantine the Great, Roman society, the brutality of the gladiatorial games, the rise of Christianity, the fall of the Roman Empire and how Roman civilization shaped the birth of modern Europe. |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Units 3 and 4: School assessed coursework (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/history/2022HistorySD.docx>

End-of-year examination (50%)



LANGUAGES: CHINESE *(Second Language and Second Language Advanced)*

Prior Learning:

Students should have studied the language for at least 200 hours prior to commencement of Unit 1.

Aims:

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It provides access to an important cultural and linguistic heritage. It also contributes to the positive features of a culturally diverse society in Australia. The ability to communicate in Chinese may provide opportunities for employment in areas such as tourism, technology, finance, services and business both at home and in the Asia-Pacific countries.

The areas of study for Chinese Second Language and Chinese Second Language Advanced comprise themes, topics, text-types, kinds of writing, vocabulary and grammar. The study is made up of four units.

| UNIT 1: | UNIT 2: | UNIT 3 & 4: |
|--|--|---|
| This unit prepares the student to establish and maintain a spoken or written exchange related to personal areas of experience; to listen to, read and obtain information from spoken and written texts; to produce a personal response to a text focusing on real or imaginary experience. | This unit prepares the student to participate in a spoken or written exchange related to making arrangements and completing transactions; to listen to, read and obtain information from spoken and written texts; to give expression to real or imaginary experience in spoken or written form. | The student undertakes a detailed study of language and culture through texts. The student should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. The student should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

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

Units 3 and 4: School assessed coursework (50%)

Examinations: Oral component (12.5%)
Written component (37.5%)

<http://www.vcaa.vic.edu.au/Documents/vce/chinese2nd/chinesesls/lsad.pdf>



CHINESE NEW COURSE: LANGUAGE, CULTURE AND SOCIETY

The Chinese Faculty started this course in 2017. This is the course designed for non-Chinese background students. In this course, students use 50% Chinese and 50% English to complete the course from Unit 1—Unit 4. Students start Unit 1+2 in Year 10 and complete Unit 3+4 in Year 11.

Entry:

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

VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Rationale:

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the AsiaPacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Aims

This study is designed to enable students to:

- use Chinese to communicate with others
- understand and appreciate the cultural contexts in which Chinese is used
- understand aspects of the cultural practices and traditions of communities which use the Chinese language
- recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
- understand their own culture/s through the study of other cultures
- understand language as a system
- gain awareness of different attitudes and values within the wider Australian community and beyond
- apply their understanding of Chinese language, culture and society to work, further study, training and leisure.

Levels of achievement:

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

Percentage contributions to the study score in VCE Chinese Language, Culture and Society are as follows:

Unit 3 School-assessed Coursework: (25%)

Unit 4 School-assessed Coursework: (25%)

Examinations: Oral component (15%)
Written component (35%)

[Chinese Language, Culture and Society \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)



LANGUAGES: CHINESE (*First Language*)

Prior Learning:

There are no prerequisites for entry to Units 1, 2 and 3. This course is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is the major language of communication.

Aims:

- to develop students' ability to use Chinese to communicate with others;
- to gain an understanding and appreciation of their own and others cultures
- to understand language as a system
- to apply potential Chinese to work, further study, training or leisure.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It provides access to an important cultural and linguistic heritage. It also contributes to the positive features of a culturally diverse society in Australia. The ability to communicate in Chinese may provide opportunities for employment in areas such as tourism, technology, finance, services and business both at home and in the Asia-Pacific countries.

The areas of study for Chinese First Language comprises of themes, topics, text types, kinds of writing, vocabulary and grammar. The study is made up of four units.

| UNIT 1 | UNIT 2 | UNIT 3 & 4 |
|--|--|--|
| This unit prepares the student to establish and maintain a spoken or written exchange related to personal areas of experience; to listen to, read and obtain information from spoken and written texts; to produce a personal response to an issue of interest or concern. | This unit prepares the student to participate in a spoken or written exchange related to making arrangements and completing transactions; to listen to, read and obtain information from spoken and written exchange focusing on the resolution of an issue. | The student undertakes a detailed study of language and culture through the literature and arts, which focus on the selected sub-topic. The student should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. The student should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities. |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes

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

Units 3 and 4: School assessed coursework (50%)

Examinations: Oral component (12.5%)
Written component (37.5%)

<http://www.vcaa.vic.edu.au/Documents/vce/chinese1st/ChineseFLSD.pdf>



LANGUAGES: SPANISH *(Second Language)*

Prior Learning:

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE Spanish is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Aims:

This study enables students to:

- communicate with others in Spanish in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Spanish is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

VCE Spanish focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Spanish on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Spanish in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

| UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 |
|--|---|---|--|
| In this unit students develop an understanding of the language and culture/s of Spanish-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Spanish and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, | In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Spanish and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can | In this unit students investigate the way Spanish speakers interpret and express ideas, and negotiate and persuade in Spanish through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through | In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Spanish-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and |



| | | | |
|--|--|--|---|
| <p>spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Spanish culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences</p> | <p>be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.</p> | <p>Spanish, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Spanish-speaking communities. They reflect on how knowledge of Spanish and Spanish-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.</p> | <p>extend vocabulary, grammar knowledge and language skills to investigate the topics through Spanish. Students identify and reflect on cultural products or practices that provide insights into Spanish-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.</p> |
|--|--|--|---|

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes

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

Units 3 and 4: School assessed coursework (50%)

Examinations: End of year exams (oral and written (12.5%))

<https://www.vcaa.vic.edu.au/Documents/vce/spanish/2019SpanishSD.pdf>



LEGAL STUDIES

Introduction Video

Prior Learning:

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

Aims:

VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

This study enables students to:

- Understand and apply legal terminology, principles and concepts, apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform. Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes and propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

| UNIT 1: Guilt and Liability | UNIT 2: Sanctions, Remedies & Rights | UNIT 3: Rights and Justice | UNIT 4: The People and the Law |
|---|--|---|---|
| In this unit students develop an understanding of 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. | This unit focuses 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. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. | In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. They consider the Victorian court hierarchy and other Victorian legal institutions and bodies available to assist with cases. Students explore the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students discuss recent and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. | In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. They develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, the relationship between the two, and consider the roles of the individual, the media and law reform bodies in influencing law reform. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Unit 3 & 4: School assessed coursework (25%) each

Units 3 and 4: End-of-year examination (50%)

http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf



MEDIA STUDIES

Introduction Video

Prior Learning:

No prerequisites for Unit 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

This study enables students to:

- investigate and analyse their and others' experience of the media
- examine the relationship between audiences and the media
- understand the codes and conventions that are used to construct media narratives and products
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

| UNIT 1: Media forms, representations and Australian stories | UNIT 2: Narrative across media forms | UNIT 3: Media narratives and pre- production | UNIT 4: Media production and issues in the media |
|---|---|--|--|
| Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. | Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. | Students consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. | In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

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

Units 3 and 4: School assessed coursework (20%)

Units 3 and 4: School Assessed Task (40%)

End-of-year examination (40%)

http://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf



MUSIC PERFORMANCE

Introduction Video

Aims:

This study aims to develop the intellectual, aesthetic and cultural understanding of the value and importance of music. Students work as soloists and members of a group in preparing programmes for performance. In performance students will research, experiment with and apply performance conventions (historical and contemporary) and personal interpretation to present works in a wide range of styles and characteristics. These enable students to develop skills in: solo OR group work; prepared and unprepared performances; aural perception and comprehension; the organisation of sound; performing a programme of selected works; and understanding the language of music and performance techniques.

In Unit 3 and 4 students choose to participate in either solo or group following the description below.

| UNIT 1 | UNIT 2 | UNIT 3 AND 4 (GROUP) | UNIT 3 AND 4 (SOLO) |
|---|---|---|--|
| The focus is on achieving flexibility in music performance. The outcomes relate to music language and craft and through these, students develop skills in aural perception, notation and structure of music language. | Continues to develop performance skills and focuses on analysis of music. Students develop further skills and knowledge of music language and aural perception. Students also complete work in composition, arranging or improvising. | Students choose any instrument/s to present a performance of music in a range of styles. This includes developing arrangements, rehearsal strategies and understanding how the acoustics of performance venues can influence performances. Students also further develop their knowledge of structure and sound of music language and skills in aural analysis of the characteristics of arrangements | Solo performance - the focus is on the preparation and presentation of performances demonstrating an understanding of interpretation. Aural comprehension skills and understanding of characteristics of works are also developed. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Units 3 and 4: School assessed coursework: (20% for Unit 3)
 School assessed coursework: (10% for Unit 4)
 End-of-year performance exam: (50%)
 End-of-year aural and written exam: (20%)

[VCE Music Study Design \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)



PHILOSOPHY

Aims:

This study enables students to:

- understand the nature of western philosophy and its methods
- identify and articulate philosophical questions
- understand and analyse significant philosophical ideas, viewpoints and arguments in their historical contexts
- explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- understand relationships between responses to philosophical questions and contemporary issues
- cultivate open-mindedness, reflecting critically on their thinking and that of others, and exploring alternative approaches to philosophical questions.

| UNIT 1: Existence, knowledge, and reasoning | UNIT 2: Questions of value | UNIT 3: Minds, bodies, and persons | UNIT 4: The good life |
|--|--|---|--|
| <p>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. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.</p> | <p>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. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique.</p> | <p>This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.</p> | <p>This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Units 3 and 4: School assessed coursework (50%)

End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/philosophy/2019PhilosophySD.pdf>



PHYSICAL EDUCATION

[Introduction Video](#)

Aims:

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of and participation in physical activity.

| UNIT 1: The human body in motion | UNIT 2: Physical activity, sport and society | UNIT 3: Movement skills and energy for physical activity | UNIT 4: Training to improve performance |
|---|--|--|---|
| Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity | Students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. | This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise | In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Units 3 and 4: School assessed coursework (50%)

End-of-year examination (50%)

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>



PHYSICS

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. In VCE Physics students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary physics-related issues and communicate their views from an informed position.

| UNIT 1: How is energy useful to society? | UNIT 2: How does physics help us to understand the world? | UNIT 3: How do fields explain motion and electricity? | UNIT 4: Models to explain light and matter. |
|--|--|---|--|
| <p>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.</p> | <p>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.</p> <p>They will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.</p> <p>In addition to motion students will be given a selection of options to study from which enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.</p> | <p>Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton’s laws and Einstein’s theories to investigate and describe motion.</p> <p>Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.</p> | <p>Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.</p> |

Assessment: Satisfactory completion - Demonstrated achievement of the set of outcomes

Units 1 and 2: A combination of practical reports, topic tests, field reports, examination, assignments, multimedia, web page presentation or response to media article, oral presentation.

Units 3 and 4: Unit 3 School assessed coursework (16%)
 Unit 4 School assessed coursework (24%)
 End-of-year examination (60%)

<https://www.vcaa.vic.edu.au/Documents/vce/physics/2023PhysicsSD.docx>



PRODUCT DESIGN AND TECHNOLOGY – TEXTILES

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

Product design is part of people’s responses to changing needs to improve quality of life by designing and creating artefacts or clothes using textile materials and is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology is the Product design process. Development then requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

| UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT | UNIT 2: COLLABORATIVE DESIGN | UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS | UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION |
|--|--|---|--|
| <p>It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.</p> | <p>In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems.</p> | <p>In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.</p> | <p>In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Unit 3: School-assessed coursework (12%)

Unit 4: School-assessed coursework (8%)

School-assessed Task (Design folio, production and evaluation) (50%)

End-of-year examination: (30%)

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf



PRODUCT DESIGN AND TECHNOLOGY – MATERIALS

Introduction Video

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Aims:

Product design is part of people’s responses to changing needs to improve quality of life by designing and creating artefacts and is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology is the Product design process. Development then requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

| UNIT 1: Sustainable Product Redevelopment | UNIT 2: Collaborative design | UNIT 3: Applying the Product design process | UNIT 4: Product development and evaluation |
|--|---|---|--|
| <p>It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.</p> | <p>In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.</p> <p>Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems.</p> | <p>In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.</p> | <p>In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.</p> |

Assessment: *Satisfactory completion* - Demonstrated achievement of the set of outcomes.

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

Unit 3: School-assessed coursework (12%)

Unit 4: School-assessed coursework (8%)

School-assessed Task (Design folio, production and evaluation) (50%)

End-of-year examination: (30%)

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf



PSYCHOLOGY

[Introduction Video](#)

Prior Learning:

No prerequisites for Units 1, 2 and 3; but students must undertake Unit 3 prior to Unit 4.

Students studying Units 3 and 4 Psychology are **strongly recommended** to study Units 1 and 2 General Mathematics for the statistics background knowledge.

Aims:

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

| UNIT 1: How are behaviour and mental processes shaped? | UNIT 2: How external factors influence behaviour and mental processes. | UNIT 3: How does experience affect behaviour and mental processes? | UNIT 4: How is wellbeing developed and maintained? |
|---|--|---|--|
| <p>In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system and psychological development. Students will explore how the brain recovers from injury and the influence that brain damage may have on a person's psychological functioning. Students will learn about biological, psychological and social factors can combine to influence their psychological development in areas such as mental health. The roles of mental health workers, psychologists, psychiatrists and other organisations will be considered in relation to recovery from brain injury.</p> | <p>In this unit students will analyse how social cognition influences individuals to behave in specific ways and evaluate factors such as; as person perception, attributions, attitudes and stereotypes that influence individual and group behaviour. Students will explore the impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society. They will also investigate strategies to reduce these factors. Students will also investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted e.g. visual illusions.</p> | <p>In this unit students examine the functioning of the nervous system how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how physiological and psychological mechanisms of memory and learning lead to the acquisition of knowledge, new skills and changed behaviours. The effects of Alzheimers Disease and Aphantasia are also studied in context of memory and learning.</p> | <p>In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of mental health and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. Phobias will be a focus in this unit. Students will undertake a student-designed scientific investigation in Unit 4. The investigation involves the generation of primary data relating to mental processes and psychological functioning.</p> |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes*

Units 1 and 2: A combination of practical reports, topic tests, field reports, examination, assignments, multimedia, or response to media article.

Units 3 and 4: Unit 3 School assessed coursework: (20%)
 Unit 4 School assessed coursework: (20%)
 End-of-year examination: (60%)

[Psychology \(vcaa.vic.edu.au\)](http://Psychology(vcaa.vic.edu.au))



SYSTEMS ENGINEERING

Introduction Video

Prior Learning:

There are no prerequisites for Units 1, 2 or 3 but students must undertake Unit 3 prior to Unit 4.

Aims:

This subject would be ideally suited to students that are aiming for hands on careers in the engineering, technological, computing or applied science fields. Universities and employers are increasingly looking for innovative people who can harness new and emerging technology to solve problems in a wide variety of fields. It is an advantage for students looking to undertake engineering courses at university, as many institutions now offer incentives in their entry requirements for those students that have studied Systems Engineering.

Students follow the design process to design, research, simulate, build, test and evaluate both mechanical and electronic systems, including those that may require elements of coding. Students are introduced to the general working principles of both mechanical and electrical systems. These are then combined to create integrated systems, which can do whatever the student desires, and focus on the student's own area of interest in engineering. Whether it is those who have a practical interest in robotics, electronics, or would like to work on creating or programming their own automated or remote-controlled system, or those that wish to get ahead in harnessing the technology potential for the future.

Students are expected to use computer technology to develop, simulate, program and test their working models.

| UNIT 1: Mechanical Systems | UNIT 2: Electrotechnological Systems | UNIT 3: Integrated and controlled systems | UNIT 4: Systems control |
|---|--|--|--|
| This unit focuses on mechanical engineering fundamentals. These are the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices. Students will design, research, simulate, produce and evaluate their own mechanical system. | This unit focuses on building an understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electro-technology. This allows students to find out how to combine them to create their own electronic system. Students will design, research, simulate, produce and evaluate their own electro-technology system, which may control the system created in Unit 1. | This unit focuses on how mechanical and electro tech systems are combined to form a controlled integrated technological system. Students will design, research, simulate and produce their own integrated system, to be completed in Unit 4. Students will study sources and types of energy that enable engineered systems to function. | This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them. Students will complete the production of their own chosen system started in Unit 3, and test and evaluate it. Students will also research exciting new and emerging technologies that could impact the future. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Unit 3: School assessed coursework (10%)

Unit 4: School assessed coursework (10%)

Units 3 and 4: School assessed task (50%)

End-of-year examination (30%)

<https://www.vcaa.vic.edu.au/Documents/vce/systemeng/2019SystemsEngineeringSD.pdf>



THEATRE STUDIES

Introduction Video

Aims:

Theatre Studies involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages, looking at tradition, history and social contexts. Students develop skills in stagecraft and performance, participate in major productions and either perform **or** design a monologue. Theatre Studies is for those students who are interested in the Theatre – not **just** for those who want to be performing on stage. Students also learn to analyse and evaluate performance, as an audience member, through excursions (at least two) to professional performances.

| UNIT 1: Pre-Modern Theatre | UNIT 2: Modern Theatre | UNIT 3: Play-script Interpretation | UNIT 4: Performance Interpretation |
|--|---|---|--|
| This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. | This unit focuses on theatrical styles and stagecraft through working with play scripts in both their written form and in performance with the emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. | In this unit students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. Students also analyse and evaluate the interpretation of a play script in performance. | In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students may choose to perform the monologue using acting and direction or design for the monologue using costume, make-up, set pieces, sound and/or props. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Unit 3: School assessed coursework (30%)

Unit 4: School assessed coursework (15%)

Stagecraft Examination (25%)

Units 3 and 4: Written examination (30%)

<https://www.vcaa.vic.edu.au/Documents/vce/theatre/2019TheatreStudiesSD.pdf>



VISUAL COMMUNICATION DESIGN (Art)

[Introduction Video](#)

Prior Learning:

There are no prerequisites for entry to Units 1, 2 and 3.

It is advised that students complete Units 1 and 2 prior to commencing Units 3 and 4. Students must undertake Unit 3 prior to taking Unit 4.

Aims:

This study enables students to:

- Develop and apply drawing skills using a range of techniques.
- Develop design thinking.
- Develop a range of skills in selecting and applying media, materials, and manual and digital methods to support design processes.
- Apply a design process to create visual communications.
- Understanding how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language.
- Develop capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas.
- Understanding how historical, social, cultural, environmental and contemporary factors influence visual communications.

| UNIT 1: Introduction to Visual Communication Design | UNIT 2: Applications of Visual Communication Design | UNIT 3: Design thinking and practice | UNIT 4: Design development and presentation |
|---|---|---|---|
| This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. | This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. | In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials, and the application of design elements and design principles, can create effective visual communications for a specific audience and purpose. | The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. |

Assessment: *Satisfactory completion - Demonstrated achievement of the set of outcomes.*

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

Units 3 and 4: School assessed Coursework (25%)
 School assessed Task (40%)
 End-of-year examination (35%)

www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf



ACADEMIC HONESTY AND INTEGRITY POLICY

Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria.

Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
- e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

("Article 20", 2014, IBO)



Some examples of the forms that academic misconduct can take:

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR without the College community.

Referencing

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 7) as its preferred style of referencing.

Examples of MLA 7 style referencing

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.p., 9 Dec. 2016. Web. 21 Nov. 2018.

ROLES AND RESPONSIBILITIES

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

Expectations of Heads of College

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.

Expectations of the Senior Years Program Coordinator

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
 - Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
- Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.



Expectations of Heads of Faculty

- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

Expectations of the Teachers

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

Expectations of the Student

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

Expectations of Parents/Guardians

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.

PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such those incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.

Years 7-10

First Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a first offence and inform the parents through a chronicle entry.
2. The class teacher will meet with the student to talk with them about the reasons for the possible misconduct.
3. The student will receive individual support in learning how, when and where to cite. In this instance, the teacher will explain why the student’s behaviour is academically dishonest and work out how to solve the problem, e.g. re-submit work, or come to a better understanding of academic honesty.
4. The year-level coordinator will monitor the occurrence in case it is a problem across the board.



Second Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a the second offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend a lunchtime detention where they will be asked to resubmit the assessment.
4. If the student fails to attend the lunchtime detention, the assessment will remain ungraded.

Third Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as the third offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher and the year-level coordinator will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend an after-school detention.
4. This offence requires consultation with the sub-school director. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

Senior Years (Year 11 and 12)

(The following process is aligned with the VCAA rules on school-based assessments)

Step 1. Reporting alleged breaches of academic honesty

- The year level coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Step 2. Preliminary investigation

On receipt of an allegation, the year level coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub-school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.



Step 3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules). In this case:

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded – this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- Any instructions given to students by the teacher about the conditions under which the School-based Assessment (or IB assessment) was to be undertaken (including the VCAA examination rules).
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material.
- Samples of other work by the student for comparison, if relevant.
- The teacher's record of authentication.
- The teacher's opinion about the student's work.
- Accurate notes of conversations with witnesses, the teacher and the student.

If this investigation suggests there is any substance to any allegation:

- The student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.
- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements)

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.



Step 4: Decision-making

The decision-maker

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal.

The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules:
 - The decision-maker must act fairly and without bias.
 - The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

Before the hearing or meeting,

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing.

The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s.



At the hearing or meeting:

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome,

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible.
- The decision-maker must take into account all relevant factors and no irrelevant factors.
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt.
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
- refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
- refusal to accept any part of the work, awarding an N for the outcomes
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.
- The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
- The college will follow recommended sanctions and penalties by the relevant assessing body, e.g. VCAA, IB

After the meeting or hearing

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.



How this document is communicated

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year.

Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Review of this policy

This policy will be reviewed and updated in 2022 by the staff at Werribee Secondary College.

Works Cited

“Article 20: Candidates suspected of academic misconduct.” General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF.

VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)