Senior Years Pathways Handbook

Plenty Valley Christian College
840 Yan Yean Road
Doreen Vic 3754

Reg. No: 1826 ABN: 87 670 414 115

Plenty Valley
CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

PLENTY VALLEY CHRISTIAN COLLEGE VISION

Plenty Valley Christian College is a Christ-centred college that pursues excellence in education and character, daring our students to be engaged, equipped, and empowered to transform their communities, local and global.

TABLE OF CONTENTS

FOREWORD

Course creation: An individual process

At Plenty Valley Christian College (PVCC), we want you to come to school every day with a sense of purpose and fulfilment. Everything we do as a school is designed to equip you for a successful life, from our academic programs to our extra-curricular offerings of sport, debating, music, arts, and leadership.

It is essential to keep in mind that the purpose of your education is help you to stand strong in the identity of an image-bearer of Christ, capable of striving for excellence, learning courageously, building community, nurturing the Godly character of others as well as your own, and being an active steward of everything you have. We hope that you will be clear about your spiritual standing and beliefs, able to make considered decisions and choices in the light of an informed Christian worldview and become equipped and empowered to serve your local and broader community responsibly.

To achieve this, we seek to work together to create a Senior Years Pathway from the courses available within the college and external providers. **This is your opportunity to get informed and excited!**

- Gather information about the VCE courses on offer at PVCC: read the outlines in this handbook and watch the videos on our website.
- Consider your strengths as well as your level of interest in the various areas of study available.
- Think about possible tertiary options that you might follow and establish the prerequisites and other requirements for them at the many institutions.
- Consider your mathematics recommendations.
- Talk to current VCE students about the courses which interest you.
- Seek advice from relevant staff.
- Consider additional VET offerings from the Northern Melbourne VET Cluster.

Investing time and energy into this process will ensure that your course is challenging, enriching and one to which you will be fully committed.

INTRODUCTION

This handbook provides information about the Senior Years Pathways available at PVCC. Parents/guardians and students can choose from many schools for the final years of their secondary education. We encourage them to think through the benefits of the education offered at this College. The VCE is a much sought-after certificate recognised worldwide and adopted by other countries to mark the end of secondary schooling. The most significant change students will notice as they move into the Senior Years is that they will be expected to take increasing ownership of their learning. Developmentally, students moving up from Middle Years are ready to make decisions about when, how, and *why* they learn. To this end, prospective **VCE students need to be self-motivated and independent learners**, as a significant portion of learning happens outside the classroom. Students need the maturity to recognise the intrinsic value of all they must do and not be dependent on teachers and parents/guardians to follow up on their work.

The VCE course offered at PVCC offers a comprehensive range of studies that satisfy the prerequisites for tertiary courses. Given the intense competition for tertiary selection, students are assisted in developing responsible work habits and achieving their very best. Relatively few students are sure of what they wish to do in the future, so students must choose subjects they enjoy and inspire them to achieve their goals.

Our goal is to **develop a Senior Years culture where students are mutually supportive of each other's learning, bringing the best out in each other as they pursue their goals**. An essential part of this is the engagement in broader commitments of the College community. In this way, they become excellent leaders and role models for younger students in their endeavours.

We trust that the information in this handbook will help you to understand the choices and obligations ahead of you. If any further clarification is needed, please feel free to engage with our friendly staff at the relevant Information Nights or by contacting the school.

CRITICAL VCE DATES

Date(s)	Event	Details
Tuesday afternoons	Cohort SAC sessions	VCE students need to keep these afternoons available to sit SACs in subjects with multiple classes. This is a VCAA requirement for assessment parity. Specific dates will be determined and published early in the year.
Wednesday afternoons	SAC Recovery sessions	VCE Students will need to be available (where applicable) for SAC Recovery on Wednesday Afternoons.
Week 8, Term 2	Mid-year Exams	PVCC internal examinations for Year 10 and 11 students only. These exams often contain SAC elements; therefore, absence is only permitted in emergencies.
End of Term 2*	General Achievement Test (GAT)	All students undertaking one or more Unit 3/4 subject must sit the GAT.
Week 3, Term 3*	Critical Thinking Test	VCE Extended Investigation students only.
Week 1, Spring Break	Year 12 Mock Exams	Practice exams for Year 12 subjects
Week 4, Term 4*	Year 12 exams	All students undertaking one or more Unit 3/4 subject must sit the GAT.

*These dates are approximate due to the determination of dates by VCAA mid Semester 1.

CRITICAL TERTIARY ENTRANCE DATES

Date(s)	Event	Details
End of July	VTAC opens	Online portal available
End of December	VTAC closes	Applications closed
Mid December	Year 12 Results and ATAR released	Study Scores released by VCAA ATAR released by VTAC
July - December	Course counselling	Careers Practitioner available for consultation

COURSE AND CAREER ADVICE

Studies and course advice

Before making decisions about course composition and balance, students and parents/guardians may seek advice from relevant staff. Please take careful note of any recommendations stated for entry into specific VCE subjects – particularly Mathematics, Physics, and Chemistry. **Students are not guaranteed admission into any VCE subject of their choosing,** and selections are based on past performance, tertiary pathway requirements, and evidence of student commitment. Class size limits also apply, and students submitting preferences late or not showing appropriate commitment to their studies may be precluded from certain subjects and required to reselect. Courses are finalised and confirmed via the VASS 'Student VCE Details Form', which is signed by students and submitted in Term 1.

Career guidance

The Careers Practitioner, Helen Madden, can provide information and guidance relating to VCE programs, vocational education and tertiary studies pathways, apprenticeships and traineeships. Help is also available with understanding tertiary entrance, including information on the Australian Tertiary Admission Rank (ATAR), prerequisites and selection procedures.

VCE

The VCE Coordinator, Lucy Watson, can advise students and parents/guardians regarding all aspects of the VCE, course structures and requirements, including any special consideration. The VCE Coordinator has extensive experience and can offer a broad range of ideas to help find solutions to course problems.

VET

The Careers Practitioner, Helen Madden, is the person to speak to about the availability of VET courses and can advise students and parents/guardians regarding all aspects of the VET. Students who undertake a VET course externally **will miss classes from their other VCE subjects** if the course *does not* run on a Wednesday afternoon, which they must take into consideration before enrolment. PVCC cannot take responsibility for recovering missed teaching time or disadvantage experienced due to this decision.

VSV/VSL

The Virtual Schools of Victoria Coordinator, Brett Robinson, is the person to speak to about enrolment into VSV courses with Jodi Tregale the person to speak with regarding Victorian School of Language (VSL) enrolments. Helen Madden can advise students and parents/guardians regarding courses available. Students who undertake courses from VSV do so independently from their enrolment to the College.

Course selection interviews

The formal course information and selection program runs from mid-June. A course counsellor will interview students to:

- Check academic progress,
- Provide advice on subjects and VCE course options.
- Provide support to students in selecting their VCE subjects and course program by unpacking the Morrisby Profile Report.
- Ensure students are aware of pre-requisites and requirements for post-secondary considerations,
- Refer queries to appropriate sources.

Parents/guardians are encouraged to attend these interviews with the students. Parents will have the opportunity to attend an information evening before interviews commence.
Process:

- A course counsellor will be allocated to each student.
- The course counsellor will arrange an appointment with the student, informing them of the day, time, and place of the meeting and what to bring.
- Meetings will be approximately 30 minutes in duration.
- The course counsellor will arrange follow-up appointments or referrals where necessary.

LOOKING BEYOND SECONDARY SCHOOL

Students should first consider their goals and preferences beyond secondary school when constructing a VCE course. Students experience extensive consultation about these options in the Work Studies program of the Year 10 curriculum. Students and families are also encouraged to book an appointment with the Careers Practitioner to discuss post-secondary options at any time.

There are many different options:

- Higher education.
- Vocational education courses.
- Apprenticeships/Traineeships
- Bible college/ministry training.
- Employment.

Higher education

To gain entrance to universities, the applicant must generally satisfy

1. The general entrance requirements:
    - satisfactory completion of the VCE,
    - satisfactory completion of Units 3 and 4 of English.
2. Specific course requirements:
    - prerequisites studies, usually at level 3 and 4, but sometimes at level 1 and 2, are specified in many courses.

The list of courses available and their prerequisites will be available (from July) on the VTAC (Victorian Tertiary Admissions Centre) website and in the VTAC Year 12 Guide at https://www.vtac.edu.au/before/guides/y12guide.html#introduction. Course applications are made through VTAC during Year 12.

Vocational Education courses

Accredited vocational courses in TAFE providers include:

- apprenticeships: no formal level of education stated, but generally employers prefer Year 11 or 12 graduates,
- certificates — some post-Year 11, some post-Year 12,
- diplomas and advanced diplomas — post-Year 12,
- traineeships and other programs are also conducted in TAFE colleges.
- Pathway courses into bachelor degrees.

The application procedures for TAFEs vary between institutions and sometimes between courses. For post-Year 12 courses, the application is made through VTAC. Information needs to be obtained from individual colleges or TAFEs.

Bible college/ministry training

There are many Bible colleges, Church programs, and theological training organisations that students leaving PVCC may be interested in attending and so wish to investigate. Some of these offer short courses for Christian students finishing school and certificate, diploma, and degree courses. Please see the Careers Practitioner for assistance with your research into these areas.

Employment

Students have been made aware of the issues related to seeking employment through their studies in Year 10 and should have been seriously considering career options for themselves.

PVCC Careers Website Plenty Valley Christian College (pvcc.vic.edu.au) provides valuable information for both parents and students.

Taking the next step

Once you have some ideas about your post-secondary aspirations, you are ready to decide about which senior school course (or combination of courses) are right for you.

VCE STUDIES AT PLENTY VALLEY CHRISTIAN COLLEGE

The VCE is a two-year (four-semester) course during which students usually complete 22 semester-length Units. Each Unit involves 100 hours of study, of which approximately 50 occur in formal classroom situations. A substantial amount of work, both assessed and non-assessed, is necessary outside of class time.

At PVCC, students may develop an appropriate course of study from:

- the extensive set of VCE units offered at PVCC,
- one or more VET Courses studied in conjunction with a TAFE institution,
- a course through Virtual School Victoria,
- a university subject (in Year 12, as a sixth study).

Important Note:	PVCC Students select: **6 studies (12 units) in Year 11** followed by: **5 studies (10 units) in Year 12** making a total of 22 units*

**Any deviation from the above must be approved in writing by the VCE Coordinator.*

Satisfactory completion of the VCE

Over the two years, students must ***satisfactorily complete*** a minimum of 16 Units, including at least:

- Three Units from the English group, two of which must be a Unit 3 and 4 sequences.
- Three Unit 3 and 4 sequences in addition to English.

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the Outcomes specified in the Study Design. The decision about satisfactory completion of Outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the Outcomes. Students will be provided with multiple opportunities to develop and demonstrate the key knowledge and skills required.
The student receives an 'S' (satisfactory) for a unit if the teacher determines that the following requirements are achieved. A student must:

- meet the attendance requirement of 90%
- produce work that demonstrates achievement of the Outcomes
- submit work that complies with the Academic Integrity Policy
- complete assessments within the parameters set by the College
- observe the regulations of the Victorian Curriculum and Assessment Authority (VCAA) and the College

Attendance

All VCE Units involve at least 50 hours of scheduled classroom instruction. PVCC has set a **90% attendance rate**. Any non-school related/approved absences must be accounted for with a medical certificate or other appropriate documentation once students fall below this rate*.

If a student has a doctor's certificate, this absence will be recorded as an explained absence, and this will not contribute to the requirement of 90% attendance. Students who do not attend 90% of their scheduled classes will receive an 'N' for the unit (not satisfactory).

Where a student has satisfactorily completed the work but has not met the 90% attendance requirement, the College will assign an 'N' (not satisfactory) to the unit. The student must have

received an 'N' warning notification via SEQTA at least four term weeks before being awarded the 'N'. This is to enable the student to attend extra classes and improve their attendance.

At the end of each term, teachers are asked to notify the VCE Coordinator of students whose attendance is below 90%. The VCE Coordinator will be responsible for following up with students at risk. Absences for school-based assessments must be justified through the SAC Recovery Procedure.
**The medical certificate alone is not sufficient to justify missing a SAC. Due process must be followed. See the 'SAC Recovery procedure'*

Conditions for school-based assessments

Most school-based assessment should be completed in class in a limited time frame under test conditions. Students must be made aware (in writing) of the conditions of the task and exactly what they will need to know for the task**, at least two weeks before** completing the task.
Normal test conditions mean that students are:

- May only have access materials or notes that have been pre-approved, including technology such as mobile phones.
- Actively supervised during the assessments.
- Given a specific timeframe to complete their task.
- Presented with unseen questions and stimulus.
- Not permitted to interact or communicate with other students while completing the task.

Assessments completed outside of class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. To prepare for these assessments, students will complete research and learning activities to gain key knowledge and skills outside of class time.

A task for assessing unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task.

For School-Assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the *Authentication Record for School-based Assessment form*.
A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and regularly monitors and discusses aspects of the work with each student.

Homework

Students are expected to complete up to four hours of homework per week for each VCE subject. This should include scheduled homework tasks and suitable revision.

Teachers will communicate when homework is not completed via a SEQTA notification. A detention may be issued to provide students with another opportunity to complete the task.

Homework and classwork may be used as evidence of satisfactory completion. As such, it is a vital part of your VCE studies.

Redeeming Outcomes

If in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

This work may include classwork, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

If the student is required to re-sit the task or part of the task to redeem the outcome, the parents/guardians will be notified via SEQTA, which will include details related to the SAC re-sit session. Re-sit sessions are run most weeks during school terms.

A student may only submit further evidence or resubmit a school-based Assessment for reconsideration to redeem an 'S' for the outcome. Students may not resubmit to improve a school-based assessment score.

School Assessed Coursework (SAC) Recovery procedure

PVCC aims to ensure consistent and fair conditions for all School-assessed Coursework. To achieve fairness, the constraints around VCE School-assessed Coursework are significantly higher than for previous years' assessments.

In alignment with the Victorian Curriculum and Assessment Authority's requirements, sitting a SAC Recovery is **only to be granted in special circumstances**, such as bereavement or a significant illness. When a student is unable to complete a SAC on the scheduled date, teachers should initiate student compliance with the SAC Recovery Procedure (below).

SAC Recovery Procedure

The following procedure must be followed when a student is not in attendance for a scheduled SAC:

Step	Responsible party	Action required
1	Student	Immediately **seeks supporting documentation**, such as a medical certificate, to support their application.
2	Subject Teacher*	Sends **'SAC Recovery' notification** on the day the student is absent from the scheduled SAC. The result in SEQTA is **left blank** until the Subject Teachers receives approval from the VCE Coordinator.
3	Student	Completes and **submits 'SAC Recovery Application'** form a. Download from SEQTA > School Documents. b. Print. c. Complete all sections. d. Attached medical certificate/relevant documentation (not required for 'school approved' reasons, such as excursions). e. Submits to VCE Coordinator **within one week** of returning to school.
4	Subject Teacher	Submits SAC resources to VCE Coordinator's desk/pigeonhole at least 24 hours prior to resit date. a. Completed 'SAC Recovery Coversheet'. b. Other required materials (writing paper, stimulus, etc.).

		The Subject Teacher must ensure that the student cannot gain an advantage by delaying a SAC. This may include creating new SAC materials so that a student may not be informed about SAC content from other students. If the request is approved: the Subject Teacher **may enter a result in SEQTA** and make this visible as per the usual procedure. If the request is not approved: the Subject Teacher **awards a '0' result in SEQTA** and negotiates with the student how to achieve an 'S' for the Unit via the 'Redeeming outcomes' provisions.
5	VCE Coordinator	Processes 'SAC Recovery application' form a. Determines whether the justification and supporting documentation provided is valid b. Emails student and teacher: i. Request approved. ii. Additional information required. iii. Request not approved. Supervises SAC resit at noted time Places completed SAC paper on Subject Teacher's desk/pigeonhole

If a student is absent for one or more periods of the SAC due to a **school-approved reason** (excursion, inter-school sporting event, commitment to external providers such as VSV or VET, missing school for one week or more leading up to the SAC), the form must be submitted **prior to the SAC date**.

Examples of reasons for missing a SAC where special consideration is **unlikely** to be granted include **family holiday, mild illness, drivers licence testing, tiredness, or an appointment that could be scheduled another time**.

Receiving a '0' SAC score

A student will receive a score of '0' for a SAC if:

- They **do not attend** the SAC resit session.
- They do not submit the 'SAC Recovery Application Form' **within one week** of returning to school.
- The justification provided in the 'SAC Recovery Application Form' is insufficient; invalid justifications non-emergency situations like a family holiday or mild illness.

In these situations, a student is still eligible for an 'S' result for the Unit via the provision for 'Redeeming Outcomes' (page 7).

Special Provisions

Unit 1 & 2

The principle of special provisions is to ensure that the most appropriate, fair, and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment, or other circumstances. If a student (or their family) believes they are eligible, please contact the Learning Support Specialist, Jodi Tregale. The earlier we commence this process and seek the appropriate documentation the easier the process will be to implement in Unit 3 & 4 when forwarding to VCAA as outlined below.

Unit 3 & 4

The underlying principle of the *VCAA Special Provision Policy* is to ensure that the most appropriate, fair, and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Applications for Special Provisions need to be submitted to VCAA by the end of Term 1 (this includes all relevant medical evidence); if a student (or their family) believes they are eligible, please contact the Learning Support Specialist, Jodi Tregale.

VCAA will make the final decision on the eligibility of the application. This takes some time and early submission of the application to us can assist in providing peace of mind for students requiring Special Provisions.

VCE Acceleration

A student ***may*** enrol in a Unit 1 and 2 sequence in Year 10 or a single Unit 3 and 4 sequence in Year 11 if it is clearly in the student's best interest. This judgement is based upon the applicant's previous semester report and in consultation with relevant teachers. Any student desiring this option needs to be an independent learner with a solid academic background who has demonstrated the ability to be well organised, self-disciplined, and committed.

The key advantages are:

- Students who complete one Unit 3 and 4 sequences in Year 11 and five Unit 3 and 4 sequences in Year 12 achieve the maximum number of Unit 3 and 4 sequences allowable to calculate the ATAR score (six).
- Students are exposed to the assessment and workload demands of a Unit 3 and 4 sequence in Year 11, giving them valuable experience and background for their Year 12 studies.

The key disadvantages are:

- The increased workload can detract from the Unit 1 and 2 studies being taken concurrently. This can affect the preparation for studies that are to be taken in Year 12. The best way to do a strong Year 12 is to build upon a strong Year 11.
- Students will usually perform better in Unit 3 and 4 studies taken in Year 12 rather than Year 11 due to their greater maturity, organisational skills and experience.
- Taking a Unit 3 and 4 sequence prematurely can adversely affect a student's confidence to succeed in Year 12.

The Unit 3 and 4 studies available for selection are asterisked in this booklet.

Note: The placement of any Year 11 student in a Unit 3 and 4 class is subject to an application process that assesses the student's academic suitability, behaviour, timetabling and class size constraints. Taking an accelerated subject provides students with an additional Unit 3 and 4 sequence. These students are not permitted to have a reduced load in Year 12 (barring exceptional circumstances).

SUPPLEMENTARY COURSES AND PROGRAMS

To provide a broader curriculum than the college can offer on campus, we may allow students to enrol in educational opportunities from external providers. When this is deemed appropriate for the student, it is to be understood that the costs incurred for the external program must be covered in full by the student's family. The only exception to this general rule is where the College had intended to offer a course that was subsequently unable to run. The college may choose to subsidise the cost of this external course in some way.

Students who wish to enrol in external studies are to complete an application form available from the Careers Practitioner.

VET programs

Students may include specific certificate courses as part of their VCE under the VET (Vocational Education and Training) umbrella. Depending on particular courses, these programs contribute to the VCE in one of three ways. Students obtain either a block credit (contributing to the number of units completed only), a Unit 3 and 4 study score contributing to the ATAR or a 10% increment contribution to the ATAR.

VCE students at PVCC will have access to a range of VET programs provided through our membership in the Northern Melbourne VET Cluster. The NMVC is a consortium of secondary schools that have joined forces to improve VET programs throughout our region. To participate in these programs, students will need to attend classes at a host school. In almost all cases, this will be on Wednesday afternoons. Students must convince the college that this contributes to their chosen pathway and that they can cope with the disruption to their program that may occur back at the college.

The *NMVC Handbook,* which provides information about each of the programs offered, will be distributed to interested students when available. **The *NMVC Handbook* requires an *NMVC Application form* to be returned to the Careers Practitioner at PVCC for endorsement. A *PVCC External Studies Application Form* must also be completed with the NMVC application.** Students wishing to apply for VET programs offered through the NMVC will need to indicate this on their *PVCC Program Proposal*.

Parents/guardians will be asked to pay the associated **RTO provider fees** plus any other expenses attached to the course. If the college receives funding from any source to subsidise the cost of an approved course, the funding may be passed on to parents/guardians via fee reimbursement.

University subjects

Determined students can undertake a first-year university subject. These subjects can be credited towards a student's ATAR as a sixth incremental VCE subject. Students must make application directly to the university on the correct forms at the end of Year 11. They must be solid academically across the board and complete a related Unit 3 and 4 subject (for example, if a student studies first-year Biology at Melbourne University, they must also study Unit 3 and 4 Biology). Acceptance into any university subject is at the discretion of the university. These subjects are not taught at the PVCC campus. Parents/guardians will be asked to pay the associated fees plus any other expenses attached to the course.

Virtual Schools Victoria

Virtual Schools Victoria allows students to enrol in a VCE subject that is not on offer at the college. Students who are enrolled at PVCC must enrol through us as their home school. Parents/guardians will be asked to pay the associated fees, which will be added to their regular college fees unless the college decides (due to a lack of numbers) not to run a class that a student is enrolled in. The college may, at its discretion, offer tutorial support to students undertaking Virtual Schools Victoria subjects, but generally, it is the responsibility of the student to keep abreast of course material through the Virtual Schools Victoria unit and obtain external support if required.

A - B-average is required for a student to enrol in a subject through Virtual Schools Victoria.

SENIOR STUDENTS' COMMITMENTS AND EXPECTATIONS

Attendance

In addition to the specific attendance requirements of the VCE (as above), the following expectations apply:

- Year 10 students are expected to be at the College for the entire school day.
- Year 11 students are expected to be at the College for the entire school day unless they have VET.
- Year 12 students are expected to adhere to the determination made at the beginning of the school year by the Head of Senior School. The Head of Senior School will take into consideration the needs and maturity of students within the cohort.

Students failing to have a minimum of 90% attendance will have to make up the time, after hours, on a day decided by the VCE Coordinator.

Students in Year 11 and 12, doing a VET course off-site, will be able to leave the College at the required time.

Study periods

All students studying VCE are provided with study periods because almost half of the work completed is done outside of timetabled classes. This requires a great deal of self-discipline and maturity, and students need to realise that effective use of this time is their responsibility.

Year 11 Students – work silently in the Year 11 Common Room (Room 81)

Year 12 Students – work silently in the Year 12 Common Room (Room 82)

Other study locations include the Library and the foyer areas upstairs. Each of these may be occupied, and so study in these areas may need to be pre-arranged. In all situations, students will be removed if disruption or poor study habits are occurring.

Reporting

Communication about assessment is facilitated by our Continuous Reporting and Semester Report systems.

For Continuous Reporting, teachers provide a short report for each assessment, including a grade and comment. The regular availability of this information increases transparency and accountability while also increasing the capacity for timely interventions by parents, teachers, and pastoral carers.

Our Semester Reports include a comment, summative grade, and rating of learning behaviours for the unit of work. Additionally, they include an 'S' or 'N' result (satisfactory or not satisfactory) based on the satisfactory completion of all Learning Outcomes. These reports aim to summarise the learning achievements and behaviours of the student across the semester. Semester Reports are published at the end of VCE Units 1, 2 and 3 (Semester One for Year 11 and 12, Semester Two for Year 11).

At the satisfactory conclusion of a student's VCE studies, they are awarded the Victorian Certificate of Education, receive a Study Score for each subject, and are eligible for an ATAR (provided they were completing scored assessments). This ranking is released by VCAA in December/January. These results are statistically moderated by VCAA. The final ATAR score is based on both the internally assessed coursework and the external examinations, so a high level of commitment is required for all tasks.

Authentication of school-based assessments

Students must comply at all times with the Academic Integrity Policy observing and applying rules for the authentication of school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task. VCAA authentication rules:

- a student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- a student must acknowledge all resources used, including texts, websites and other source material, the name and status of any person who provided assistance and the type of assistance provided.
- a student must not receive undue assistance from another person in the preparation and submission of work.
- acceptable levels of assistance include: the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note-taking), but which have been transformed by the student and used in a new context prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- unacceptable forms of assistance include use of, or copying, another person's work or other resources without acknowledgement corrections or improvements made or dictated by another person, including the use of artificial intelligence.
- a student must not submit the same piece of work for assessment in more than one study or more than once within a study.
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- a student must not knowingly assist another student in a breach of rules.

Sport

Year 10 and 11 students are required to participate in regular sports activities. Year 11 is the last year when it's mandatory, and students must be dedicated to the sports program. Interschool team sports take place in the EISM competition on Wednesday afternoons, involving Year 11 and Year 12 students. Additionally, there is a Development Squad for students who are not selected for a competitive team. Sports are essential for our curriculum and promoting a well-rounded lifestyle.

Note: VET courses are often held on Wednesday afternoons replacing sports participation.

SUBJECT SELECTION

The following is a list of the subjects that are currently being offered. Note, PVCC offers far more subjects than it can feasibly run; this means that while each subject can be selected, the **subjects that run are decided by student interest and staffing**.

Languages	Maths	Sciences	Humanities/Commerce
English Units 1 - 4 **English Literature** Units 1 - 4 **Italian** Units 1 - 4	**General Maths** Units 1 - 4 **Mathematical Methods** Units 1 - 4 **Specialist Maths** Units 1 - 4	**Biology** Units 1 - 4 **Chemistry** Units 1 - 4 **Environmental Science** Units 1 - 4 **Physics** Units 1 - 4 **Psychology** Units 1 - 4	**Business Management** Units 1 - 4 **Geography** Units 1 – 4 **History** Units 1 – 4 **Legal Studies** Units 1 – 4 **VCE Politics** Units 1 – 4
Technologies	**Arts**	**Health/PE**	**Philosophy/Theology**
Applied Computing Units 1 - 4 **Food Studies** Units 1 - 4 **Product Design & Technology** Units 1 - 4	**Art Creative Practice** Units 1 - 4 **Media** Units 1 – 4 **Theatre Studies** Units 1 – 4 **VET Music** Units 1 – 4 **Visual Communication & Design** Units 1 – 4	**Health and Human Development** Units 1 - 4 **Physical Education** Units 1 - 4	**Philosophy** Units 1 – 4 **Religion & Society** Units 1-2 **VET Christian Ministry & Theology (Gravitate)** Units 1 – 2 **Extended Investigation** Units 3 - 4

SUBJECT VIDEOS

VCE Subject Videos are available for all students and parents/guardians to view when considering which VCE subjects to do as part of the subject selection process. These videos will provide a snapshot of Units 1-4 of each VCE subject. This information can be used in conjunction with the *VCE Subject Handbook* to help make an informed decision about choosing VCE subjects. Please click on the subject link or access via the QR code.

Applied Computing	Art Creative Practice	Biology	Business Management	Chemistry
English	Environmental Science	Extended Investigation	Food Studies	Geography
VET Christian Ministry & Theology	Health and Human Development	History	Italian	Legal Studies
Literature	Mathematics	Media	VET Music (Performance)	Philosophy
Physical Education	Physics	Product Design	Psychology	Theatre Studies

APPLIED COMPUTING

Aims of subject

The Applied Computing Unit 1-4 study equips students with a comprehensive understanding of digital systems and solutions. They learn about cybersecurity, data analytics, and programming, as well as problem-solving and project management techniques. The course fosters an informed perspective on current and emerging digital technologies, encouraging students to identify innovative opportunities. Additionally, it develops critical thinking, communication, collaboration, and ICT skills, preparing students for effective contribution to the digital realm.

Unit details

Unit 1 – Applied Computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.

In Area of Study 2, students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Areas of study

1. Data analysis
2. Programming

Unit 2 – Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1, students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Areas of study

1. Programming
2. Analysis and design

Unit 3 – Software Development

In this unit, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1, students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2, students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of study

1. Programming
2. Analysis and design

Unit 4 – Software Development

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-Assessed Task (SAT).

In Area of Study 2, students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Areas of study

1. Development and evaluation
2. Software security

Units 3 and 4 assessment details

Unit 3 coursework	10%
Unit 4 coursework	10%
School Assessed Task (SAT)	30%
Written examination (November)	50%

**Please NOTE: VCAA plans to update the unit outcomes for 2025, however details of such were not available at time of publication.*

ART CREATIVE PRACTICE

Aim of Study

In the Art Creative Practice Unit 1-4, students engage in a comprehensive study that encompasses various aspects of artistic expression. Through this course, students gain a deeper understanding of how artists' practices and artworks serve as reflections of the values, beliefs, and traditions within their own cultures as well as other cultures. They are equipped with the skills to analyse, interpret, and respond to artworks and ideas, utilizing the support of Interpretive Lenses to enhance their understanding. Furthermore, students critically evaluate the ideas and issues explored by historical and contemporary artists from diverse cultural and societal backgrounds. The course also encourages students to develop their personal ideas and expressions through artmaking and responding. Practical skills in artmaking are honed, accompanied by the development of conceptual understanding to enrich aesthetic awareness and inform their own artistic practice. Additionally, students cultivate creative and critical thinking skills by formulating individual responses to artworks and engaging with various aspects of art practice.

Unit details

Unit 1 – Interpreting artworks and exploring the Creative Practice

In Unit 1, students engage in Experiential learning through Making and Responding in the Creative Practice. They explore the connection between artists and audiences, examining how their communication and presentation of artworks can influence perspectives. They study artists from different societies and historical periods to develop personal interpretations. Personal identity is also explored through the study of at least three artists and one artwork each. Students analyse and interpret artworks using the Structural Lens and Personal Lens, forming their own opinions. They experiment with various materials, techniques, processes, and art forms, and reflect on their use of the Creative Practice through research, exploration, and evaluation.

Areas of study

1. Artists, artworks and audiences.
2. The Creative Practice.
3. Documenting and reflecting on the Creative Practice

Unit 2 – Interpreting artworks and developing the Creative Practice

Unit 2 examines artistic and collaborative practices through Inquiry learning. Students use the Cultural Lens, among other Interpretive Lenses, to analyse artworks from different cultures and time periods. They investigate how artists express social and personal ideas in their creations. Students also engage in collaborative practices and create their own artworks through the Creative Practice. They consider the impact of historical and contemporary cultural contexts, ideas, and approaches on both the studied artists and their own art practice. Artworks serve various purposes, such as expressing ideas, honouring individuals and events, reinforcing group intentions, or challenging societal attitudes. Throughout the unit, students analyse the social and cultural contexts of artworks and explore their diverse functions. They also study how artworks can be adapted to specific social and cultural contexts. By researching historical and contemporary artworks, students explore alternative approaches to art creation and presentation. While the primary focus is on the Cultural Lens, students should also incorporate aspects of the Structural and Personal Lenses when relevant for artwork analysis, interpretation, and documenting their own art practice.

Areas of study

1. The artist, society and culture.
2. The collaborative Creative Practice.
3. Documentation of collaboration using the Creative Practice.

Unit 3 – Investigation, ideas, artworks and the Creative Practice

In this unit, students engage in Inquiry and Project-based learning to create a Body of Work. They explore ideas, experiment with materials and techniques, and use the Creative Practice. Research on historical and contemporary artists plays a crucial role in their artistic exploration. Students also examine the potential issues arising from artworks and artist practices. In Unit 3, students begin by researching a specific artist's practice, which serves as the foundation for their own finished artwork. Throughout their art practice, students utilize the Interpretive Lenses in Making and Responding. They apply these lenses to analyzed artworks and reflect on their own use of the Creative Practice, employing critical and creative thinking skills to explore ideas and experiment with materials, techniques, and processes.

Areas of study

1. Investigation and presentation.
2. Personal investigation using the Creative Practice.

Unit 4 - Consolidate, present and conserve

In Unit 4, students continue developing their art practice through project-based and inquiry learning, focusing on their Body of Work. They research and explore the practices of historical and contemporary artists, using Interpretive Lenses to analyze and interpret the meanings and messages in their artworks. The Interpretive Lenses also guide students in resolving and refining their own Body of Work. They reflect on feedback and critique to further refine their artistic ideas. The final presentation of their Body of Work includes documentation of their Creative Practice. In Unit 4, Areas of Study 1 and 2 are taught concurrently, with the critique in Area of Study 1 preceding the resolution and presentation of the Body of Work. Throughout both areas of study, students document their use of the Creative Practice in refining, resolving, and presenting their work. The Creative Practice involves both Making and Responding, supported by the Interpretive Lenses, enabling students to analyze and interpret artworks, appreciate diverse interpretations, and understand the ideas and meanings conveyed in different contexts.

Areas of study

1. Documentation and critique of the Creative Practice.
2. Resolution and presentation of the Body of Work.
3. Comparison of artists, their practice and their artworks.

Units 3 and 4 assessment details

Unit 4 coursework	10%
School Assessed Task (SAT)	60%
Written examination (November)	30%

BIOLOGY

Aims of subject

In Biology Unit 1-4, students will engage in a comprehensive study that aims to foster their knowledge and understanding of various aspects of biology. They will delve into key biological models, theories, concepts, and issues spanning from the individual cell to the species level. By exploring these topics, students will gain insight into the intricate workings of organisms and their intricate relationship with their environment. Moreover, they will explore the consequences of biological change over time, including the profound impact of human endeavours on biological processes and the survival of species. This unit empowers students to develop a holistic understanding of biology and its significance in the natural world.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a 'C+' average or better in science. Students who earn grades less than this benchmark are not guaranteed enrolment in this subject.

Unit details

Unit 1 - How do organisms regulate their functions?

In this unit, students examine the cell as the fundamental unit of life, studying its structure, function, and various processes. They explore cell growth, replacement, and death, as well as the role of stem cells in cell differentiation, specialization, and renewal. The unit also focuses on how systems operate through cell specialization in vascular plants and animals, while considering the significance of homeostatic mechanisms in maintaining an animal's internal environment. Additionally, students engage in a student-adapted or student-designed scientific investigation in which they generate primary data related to cell or system function and regulation. This investigation utilizes the key science skills and knowledge acquired in previous areas of study.

Areas of study

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

Unit 2 - How does inheritance impact diversity?

In this unit, students explore reproduction, transmission of biological information, and its impact on species diversity. They learn about chromosomes and meiosis, as well as the influence of genes, environment, and epigenetic factors on phenotypic expression. Students analyse patterns of inheritance, interpret pedigree charts, and make predictions about genetic crosses. They also examine asexual and sexual reproductive strategies, including reproductive cloning technologies, and study adaptations that enhance survival. Interdependencies between species, with a focus on keystone species and top predators, are explored. The contributions of Aboriginal and Torres Strait Islander knowledge in understanding organism survival in Australian ecosystems are considered. Finally, students conduct a research investigation on a contemporary ethical issue related to genetic knowledge, reproductive science, inheritance, or adaptations, drawing on knowledge and skills from earlier areas of study.

Areas of study

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

Unit 3 - How do cells maintain life?

In this unit, students explore various aspects of cellular processes. They investigate the relationship between nucleic acids and proteins, analysing their structures and functions in cellular processes. The consequences of DNA manipulation and the application of biotechnologies are examined. Biochemical pathways, including photosynthesis and cellular respiration, are studied in terms of their structure, regulation, and rate. The potential improvements in agricultural practices through biotechnologies are also explored. Students apply their knowledge through case studies, data analysis, and consideration of bioethical issues. Topics include the discovery of DNA's structure, proteomic research, transgenic organisms in agriculture, gene technologies, enzyme inhibitors, and the impact of poisons. Ethical concepts and bioethics approaches are considered. Additionally, students undertake a student-designed scientific investigation related to cellular processes and challenges over time, which is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of study

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

Unit 4 - How does life change and respond to challenges?

This unit explores the ongoing changes and challenges faced by life on Earth. Students study the human immune system and its response to pathogens, as well as bioethical issues related to disease. They also delve into evolutionary biology, examining the impact of change events on gene pools and investigating evidence for species relatedness and changes over time. Students apply their knowledge through case studies, data analysis, and ethical considerations. They may investigate topics such as cell behaviour and disease, immunotherapy strategies, conservation planning, and the role of technology in evolutionary biology. A student-designed scientific investigation is conducted, focusing on cellular processes and life's responses to challenges, and assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of study

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

Units 3 and 4 assessment details

Unit 3 coursework	20%
Unit 4 coursework	30%
Written examination	50%

BUSINESS MANAGEMENT

Aims of subject

In Business Management Unit 1-4, students will gain a comprehensive understanding of key business concepts, principles, and terminology, and learn to apply them effectively. They will explore the dynamic and evolving environments in which businesses operate and discover the crucial role of adaptation in business success. Students will also develop an appreciation for the intricate relationships that exist between businesses and their stakeholders, recognizing the importance of maintaining positive connections. Furthermore, they will delve into the significance of businesses within local, national, and global markets, understanding their contributions and impact. Through analysis and evaluation, students will assess the effectiveness of management strategies in various contexts, equipping them with the skills to propose strategic solutions to business problems and capitalize on opportunities that arise. This unit will provide students with a solid foundation in business management, enabling them to navigate the complexities of the business world with confidence and proficiency.

Unit details

Unit 1 - Planning a business

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

Areas of study

1. The business idea.
2. Internal business environment and planning.
3. External business environment and planning.

Unit 2 - Establishing a business

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

Areas of study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3 - Managing a business

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

Areas of study

1. Business foundations
2. Human resources management
3. Operations management

Unit 4 - Transforming a business

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

Areas of study

1. Reviewing performance – the need for change
2. Implementing change

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

CHEMISTRY

Aims of subject

In Chemistry Unit 1-4, students will engage in a comprehensive study covering various aspects of the subject. The objectives include acquiring knowledge and understanding of matter, energy interactions, and factors influencing chemical systems. This knowledge enables the explanation of properties, structures, reactions, and applications of materials. Students will develop problem-solving skills using chemistry language and methodologies in diverse contexts. They will also explore controlling chemical systems for greener processes and sustainable production, prioritizing human health and the environment. The concept of utilizing wastes as resources will be examined. This study provides a strong foundation in chemistry and practical applications across domains.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a 'B' average or better in mainstream Mathematics and Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Unit details

Unit 1 - How can the diversity of materials be explained?

In this unit, students explore the chemical structures and properties of various materials, including covalent compounds, metals, ionic compounds, and polymers. They also learn about measuring chemical quantities and how manufacturing advancements contribute to sustainable product development. Practical investigations involve topics such as the reactivity series of metals, chromatography for separating mixtures, using precipitation reactions to identify ionic compounds, determining empirical formulas, and polymer synthesis. Throughout the unit, students utilize chemistry terminology, symbols, formulas, nomenclature, and equations to explain their observations and evaluate claims based on chemistry. In Area of Study 3, students engage in a self-directed research investigation on the sustainable production or use of a chosen material, considering factors like green chemistry principles and the transition to a circular economy. This investigation builds upon knowledge and science skills from Area of Study 1 and/or Area of Study 2.

Areas of study

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

Unit 2 - What makes water such a unique chemical?

This unit focuses on the analysis of substances and their applications in society. Students explore various dissolved substances in water and gases produced in chemical reactions. They also investigate the practical aspects of specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of gases, volumetric analysis, and calibration curve usage. Students develop their understanding of chemistry terminology, including symbols, formulas, nomenclature, and equations, to interpret and explain observations and data. They also engage in a student-adapted or student-designed scientific investigation related to gas production, acid-base or redox reactions, or substance analysis in water, utilizing skills and knowledge from previous areas of study.

Areas of study

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

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

In this unit, students explore the chemical production of energy and materials, considering principles of innovation, design, and sustainability. They analyse and compare different fuels as energy sources, assessing energy transformations, efficiencies, environmental impacts, and applications. The unit also covers the role of food in supplying energy in living systems. Students evaluate various types of cells, such as galvanic cells, fuel cells, and electrolytic cells, in terms of their suitability for meeting society's energy and material needs. Factors influencing reaction rates and extent are examined, along with methods for controlling reaction rates and minimizing unwanted by-products. Practical investigations encompass topics such as thermochemistry, redox reactions, electrochemical cells, reaction rates, and equilibrium systems. Throughout the unit, students utilize chemistry terminology and equations to represent and explain their observations, data, and the claims of others. Furthermore, students undertake a student-designed scientific investigation related to energy or chemical production, or the analysis/synthesis of organic compounds, which is assessed in Unit 4 Outcome 3.

Areas of study

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

Unit 4 - How are carbon-based compounds designed for purpose?

This unit focuses on the versatile nature of carbon and its presence in various aspects of our daily lives. Students explore the structures and reactions of carbon-based organic compounds, with an emphasis on the application of green chemistry principles in the production of synthetic organic compounds. They also delve into the metabolism of food and the effects of medicines in the body. The unit highlights the use of laboratory analysis and instrumentation techniques to analyse organic compounds, ensuring their identification and product purity. Practical investigations involve synthesis, analysis, reaction pathways, identification of functional groups, redox titrations, solvent extraction, and distillations. Throughout the unit, students utilize chemistry terminology, symbols, formulas, nomenclature, and equations to explain observations, evaluate claims, and analyse data. Finally, students undertake a student-designed scientific investigation, generating primary data related to energy or chemical production, or the analysis/synthesis of organic compounds, which is assessed in Unit 4 Outcome 3. The findings of the investigation are presented in a scientific poster.

Areas of study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Units 3 and 4 assessment details

Unit 3 coursework	20%
Unit 4 coursework	30%
Written examination	50%

ENGLISH

Aims of subject

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding. All texts are approached from a Christian perspective and evaluated against Christian teaching and doctrine.
The study of an English is compulsory in VCE. Students may choose between English and Literature, or study both.

Unit details

Unit 1

In this area of study, students engage in reading and viewing texts with a focus on personal and societal connections with the story. They discuss the ideas and values presented by authors through their evocations of character, setting and plot, and the point of view of the text. They develop and strengthen inferential reading skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.
Students also apply and challenge their understanding and use of imaginative and persuasive texts through a growing awareness of situated contexts, stated purposes and audience. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

Areas of study

1. Reading and exploring texts
2. Crafting texts

Unit 2

In this unit, students read a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.
Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They analyse the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. Students apply their knowledge of argument to create a point of view text for oral presentation.

Areas of study

1. Reading and exploring texts
2. Exploring arguments

Unit 3

In this unit, students read and respond to texts analytically and creatively. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses.

Students also analyse the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used.

Areas of study

1. Reading and responding texts
2. Creating texts

Unit 4

Students discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented.

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Areas of study

1. Reading and responding texts
2. Analysing arguments

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

ENVIRONMENTAL SCIENCE

Aims of study

In the Environmental Science Unit 1-4, students will delve into a comprehensive study that fosters the development of knowledge and understanding about Earth's intricate systems. These systems, namely the atmosphere, biosphere, hydrosphere, and lithosphere, are interconnected and constantly undergo natural changes across different time scales. Moreover, students will explore the profound impact of human activities on these systems and how they, in turn, are influenced by them. By delving into this unit, students will grasp the concept of sustainable, solutions-focused approaches to environmental challenges. They will recognize the importance of innovative thinking and responsible decision-making, taking into account regulatory frameworks and considering the diverse values, knowledge, and priorities of multiple stakeholders. This unit aims to equip students with the necessary tools to tackle environmental issues and contribute to a more sustainable future.

Unit details

Unit 1 - How are Earth's dynamic systems interconnected to support life?

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

Areas of study

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

Unit 2 - What affects Earth's capacity to sustain life?

Establishing a sustainable system with minimal environmental impact is crucial for ensuring food and water supplies for current and future populations. Pollution, from natural and human activities, negatively affects interconnected Earth systems and threatens food and water security. It contaminates air and water resources, posing risks to plants, animals, and soil biodiversity, ultimately reducing food yields. In this unit, students delve into the complex challenges of pollution, food, and water security. They examine pollutants in Earth's air, soil, water, and biological systems, assessing their impacts and exploring management strategies. They also analyse the factors influencing sustainable food and water supplies. As part of their investigation, students explore how science can address pollutants and maintain food and water security, integrating skills and knowledge from previous areas of study.

Areas of study

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

Unit 3 - How can biodiversity and development be sustained?

In this unit, students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management.

Areas of study

1. Why is maintaining biodiversity worth a sustained effort?
2. When is development sustainable?

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

In this unit, students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Areas of study

1. How can we respond to climate change?
2. What might be a more sustainable mix of energy sources?
3. How is scientific inquiry used to investigate contemporary environmental challenges?

Units 3 and 4 assessment details

Unit 3 coursework	20%
Unit 4 coursework	30%
Written examination	50%

EXTENDED INVESTIGATION (UNIT 3 & 4)

Aims of subject

The Extended Investigation Unit 3-4 provides students with an opportunity to engage in a comprehensive study that encompasses various aspects of research. Throughout this unit, students will be able to develop and construct a well-defined research question, laying the foundation for their investigation. They will gain a thorough understanding of research methods and learn how to effectively apply them in their study. By delving into a chosen area of investigation, students will have the chance to explore their topic in depth, fostering a sense of independence, critical thinking, and reflection. Moreover, this unit aims to develop students' knowledge and skills in research project management, enabling them to effectively plan and execute their study. The analysis and evaluation of findings and results will further enhance their analytical abilities. Lastly, students will develop strong skills in the written and oral presentation of their research findings, honing their ability to effectively communicate their research to others.

Unit details

Unit 3 – Designing an extended investigation.

In this unit, students develop question construction and design skills, explore research methodologies, critically review literature, and identify a research question. They document their progress in their Extended Investigation Journal, refining their area of interest and research question. The research question is formally submitted to VCAA during Term 1. Critical thinking skills are essential throughout the study, starting in Area of Study 3 and continuing into Unit 4.

Areas of study

1. Designing a research question.
2. Planning and commencing the investigation.
3. Critical thinking.

Unit 4 – Presenting an extended investigation.

The unit consists of two parts, culminating in the student's completion of their investigation. This includes a final written report and an oral presentation defending their findings to a non-specialist audience. Throughout Unit 4, students receive support and guidance to ensure the integrity and scope of their investigation and to meet the milestones set in Unit 3. They use the Extended Investigation Journal to document their progress and the assistance provided by supervising teachers, mentors, and other individuals involved in their research.

Areas of study

1. Presenting the final research report.
2. Defending research findings

Units 3 and 4 assessment details

Unit 3 coursework	30%
Unit 3 Critical Thinking Test	10%
Unit 4 coursework	60%

**Please NOTE: VCAA plans to update the unit outcomes for 2025, however details of such were not available at time of publication.*

FOOD STUDIES

Aims of subject

In VCE Food Studies, students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit details

Unit 1 - Food origins

Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Students examine the history and culture of food in Australia. They consider how food patterns have changed, particularly through the influence of food production, processing and manufacturing industries and immigration. The practical component explores the use of ingredients available today that were used in earlier cultures as well as ingredients indigenous to Australia and introduced through migration.

Areas of study

1. Food around the world
2. Food in Australia

Unit 2 - Food makers

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

Areas of study

1. Australia's food systems
2. Food in the home

Unit 3 - Food in daily life

Students investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients. They develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. Students explore patterns of eating in Australia and the influences on the food we eat. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of study

1. The science of food
2. Food choice, health and wellbeing

Unit 4 - Food issues, challenges and futures

Students examine food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of study

1. Navigating food information
2. Environment and ethics

Units 3 and 4 assessment details

Unit 3 coursework	30%
Unit 4 coursework	30%
Written examination	40%

GEOGRAPHY

Aims of subject

Geography Unit 1-4 offers a comprehensive study that sparks students' curiosity about people, culture, and environments worldwide. It develops their knowledge of geographic phenomena on different scales and enhances their ability to think and communicate geographically using key concepts. Students also acquire skills in geospatial technologies to analyse information and make informed judgments about geographic challenges. The course emphasises the importance of VCE Geography in addressing issues related to human welfare and the environment at various scales, while also exploring its role in planning and managing these aspects. Ultimately, this study empowers students to understand and contribute to the sustainable development of our complex world.

Unit details

Unit 1 - Hazards and Disasters

In this unit, students undertake an overview of hazards, including geological, hydro-meteorological, biological and technological, before investigating two contrasting types of hazards and the responses to them by people. Students explore the nature and effectiveness of specific measures such as prediction and warning systems, community preparedness and land use planning as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses.

Areas of study

1. Characteristics of hazards
2. Response to hazards and disasters

Unit 2 – Tourism: issues and challenges

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students study examples of tourism from within Australia and overseas. They will investigate Sports and Entertainment tourism in Melbourne CBD using appropriate fieldwork techniques. Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They evaluate the effectiveness of measures taken to enhance the positive aspects and/or minimize the negative aspects of tourism. A range of information sources including statistical data, digital images, video and maps will be used.

Areas of study

1. Characteristics of tourism
2. Impact of tourism: issues and challenges

Unit 3 - Changing the land

This unit focuses on two investigations: geographical change in land cover and land use. Land cover refers to the various biomes such as forests, grasslands, wetlands, and ice/water-covered areas, shaped by climate, soils, landforms, flora, fauna, and human activity. Students explore the distribution and causes of these processes, selecting specific locations to understand the resulting changes in land cover, their impacts, and responses at different scales. Additionally, students conduct fieldwork and use secondary sources to examine land-use change at a local level.

Areas of study

1. Land cover change
2. Land use change

Unit 4 - Human population – trends and issues

In this unit, students explore the geography of human populations, including patterns of change, movement, and distribution. They analyse how governments, organizations, and individuals have responded to these changes globally. The unit focuses on population dynamics, investigating significant trends in different regions and their economic, social, political, and environmental impacts. The exponential growth of the world's population, reaching over 7 billion since 2010 from 2.5 billion in 1950, is unprecedented in history. Developing countries experience most of the current growth, while developed countries often face slow growth or decline. Population change occurs through fertility and mortality rates as well as migration. The Demographic Transition Model and population structure diagrams provide frameworks for studying population dynamics. Population movements, whether voluntary or forced, further complicate population structures and impact economic, social, political, and environmental conditions. Various factors, including government policies, economic conditions, conflicts, political boundaries, and natural disasters, influence population change.

Areas of study

1. Population dynamics
2. Population issues and challenges

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

HEALTH AND HUMAN DEVELOPMENT

Aims of subject

In Health and Human Development Units 1-4, students gain a comprehensive understanding of health, wellbeing, and human development. They explore the various dimensions of health and wellbeing, considering physical, social, emotional, mental, and spiritual aspects, as well as biological, sociocultural, and environmental factors. The course examines how health and wellbeing can be influenced across different life stages and conditions. Students develop health literacy, evaluate information, and take positive actions for their wellbeing and risk management. They also learn about the Australian healthcare system, its values, and social justice principles. The effectiveness of health interventions and programs is assessed through the lens of the United Nations' Sustainable Development Goals. Students propose and implement actions to promote health and wellbeing at individual, local, national, and global levels, contributing to human development.

Unit details

Unit 1 - Understanding health and wellbeing

This unit delves into diverse perspectives and definitions of health and wellbeing, recognizing their contextual and subjective nature. The World Health Organization's definition of health is examined alongside alternative interpretations. Wellbeing is seen as a complex combination of all health dimensions, encompassing happiness, healthiness, capability, and engagement. It is considered an inherent aspect of health within this study. Students in this unit explore their personal perspectives on health and wellbeing, investigating factors that shape attitudes, beliefs, and practices, including those relevant to Aboriginal and Torres Strait Islanders. They explore multiple dimensions of health and wellbeing, examining the interplay of influences and indicators used to assess health status. With a focus on youth, students analyse their own health and that of their cohort, developing health literacy by interpreting data, studying nutrition, and conducting in-depth inquiries into specific youth health areas.

Areas of study

1. Health perspective and influences
2. Health and nutrition
3. Youth health and wellbeing

Unit 2 - Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of study

1. Developmental transitions
2. Health care in Australia

Unit 3 - Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Unit 4 - Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of study

1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

Units 3 and 4 assessment details

Unit 3 Coursework	25%
Unit 4 Coursework	25%
Written examination	50%

**Please NOTE: VCAA plans to update the unit outcomes for 2025, however details of such were not available at time of publication.*

HISTORY

Aims of subject

In History Unit 1-4, students will develop a comprehensive understanding of the subject and engage in historical thinking. They will learn to ask important questions, evaluate sources, and construct compelling arguments. They will explore various eras, events, and perspectives, fostering a broader comprehension of the past. Students will engage with historical interpretations and debates critically. They will recognize how historical knowledge influences present decision-making, leading to a more thoughtful approach. The unit will also cultivate an appreciation for the dynamic nature of the world, emphasizing continuous change and its impact on the present and future.

Unit details

Unit 1 Modern History: - Change and conflict

In this unit, students explore the transformative period of Modern History, spanning from the late 19th century to the first half of the 20th century. They examine the social, political, economic, and cultural changes that occurred during this time, shaping the modern world. This era witnessed challenges to existing empires, territorial disputes, and the rise of militarism and imperialism. Significant events such as Italian and German unifications, the United States' recovery from civil war, Japan's Meiji Restoration, and China's struggle against foreign imperialism took place. Modernization and industrialization had a profound impact globally, with World War One serving as a turning point. Post-war treaties redefined borders, ideologies, and power structures, but with unintended consequences. The Great Depression worsened economic instability, giving rise to new political movements. The League of Nations was established, followed by World War Two, the rise of fascism, persecution of minorities (including the Holocaust), controls in the USSR, Japan's militarization, Turkey's transition to a secular democracy, and the impact of isolationism in the United States. Artists, writers, musicians, choreographers, and filmmakers reflected and responded to these dynamic changes in their works.

Areas of study

1. Ideology and conflict
2. Social and cultural change

Unit 2 Modern History: - The changing world order

In this unit, students explore the Cold War's nature, impact, and challenges to social, political, and economic systems from the second half of the 20th century to the first decade of the 21st century. The establishment of the United Nations (UN) aimed to promote peace and address human rights issues globally. However, the Cold War, characterized by competing ideologies and proxy wars, dominated the period until the collapse of the USSR in 1989. The fall of the Berlin Wall marked a significant turning point. Decolonization movements in Africa, the Middle East, Asia, and the Pacific led to the creation of new nations. Ethnic conflicts, terrorism, and social movements challenging traditional values emerged. The 21st century brought changes in the global order, technological advancements, and social mobility, but terrorism and the 9/11 attacks shaped the era. The Global Financial Crisis and technological innovations, like the internet, also influenced social and political dynamics, including the Arab Spring.

Areas of study

1. Causes, course and consequences of the Cold War
2. Challenge and change

Units 3 and 4 - Revolutions

In Units 3 and 4, students explore the causes and effects of political revolutions. Revolutions are pivotal moments that lead to significant societal changes by dismantling existing political orders. They are influenced by a combination of events, ideas, individuals, and popular movements, as well as various political, social, cultural, economic, and environmental conditions. The consequences of revolutions deeply impact the political and social structures of post-revolutionary societies.

Revolution is a rapid process in which the new ruling regime strives to enact political, social, cultural, and economic transformations based on its ideology. However, change in post-revolutionary societies is not guaranteed, and elements of continuity from the previous society can persist. The implementation of revolutionary ideals often faces internal challenges such as civil war and external threats from foreign powers. These challenges can lead to compromises, as well as extreme measures of violence, oppression, and terror.

During these units, students construct arguments about the past by analysing historical sources, including primary sources and historical interpretations, as evidence. They delve into the complexity and diversity of the causes and consequences of revolution, evaluating the extent to which these revolutions brought about change in people's lives. Students examine different perspectives and experiences of individuals who lived through these revolutionary moments and investigate how society changed or remained unchanged. They also use historical interpretations to assess the causes, consequences, and the level of change instigated by the new governing regime.

Areas of study

1. Causes of revolution
2. Consequences of revolution

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

ITALIAN

Aims of subject

Italian Unit 1-4 equips students with Italian communication skills in diverse contexts. It fosters understanding of language-culture connections, promoting intercultural awareness. Students appreciate Italian cultural contexts, grasp language systems, and develop self-awareness as learners. They establish connections between languages, expand knowledge, and cultivate diverse thinking. Ultimately, this course integrates language skills into social, leisure, lifelong learning, and professional settings, fostering participation in multilingual communities.

Recommendation: It is recommended that students complete Units 1 and 2 before undertaking Units 3 and 4.

Unit details

Unit 1 and 2

Each unit in the study focuses on a different subtopic, with students utilizing Italian to access and exchange information about these topics. This process helps them reinforce and expand their vocabulary, grammar, and language skills. They engage in the analysis of cultural products or practices, such as visual, spoken, or written texts, drawn from a diverse range of sources including stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports, and festivals. By applying their knowledge of Italian culture and language to new contexts, students develop a deeper understanding of the interplay between language and culture and how it influences their language use in specific situations and for specific audiences.

Areas of study

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

Unit 3 and 4

In Unit 3, students explore how Italian speakers communicate ideas, negotiate, and persuade. They focus on multiple subtopics within prescribed themes, expanding their vocabulary, grammar knowledge, and language skills. Students reflect on the influence of language and culture and examine Italian-speaking communities. They consider practical applications of their Italian knowledge in different contexts. In Unit 4, students study cultural aspects through multiple subtopics within prescribed themes. They analyse cultural products and practices, reflecting on how culture shapes values and behaviours. Students enhance their understanding of Italian-speaking communities and expand their language skills. They explore the impact of multiple cultures on relationships and personal roles in the world.

Areas of study

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

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

LEGAL STUDIES

Aims of subject

Legal Studies Unit 1-4 provides students with a comprehensive understanding of the legal field, allowing them to grasp and utilize legal terminology, principles, and concepts effectively. Students will learn how to apply these legal principles to real-life or hypothetical scenarios, critically analyse legal problems, and formulate well-reasoned conclusions. The course also delves into the examination of various institutions responsible for creating laws and the ways in which individuals can actively engage in and influence law reform. Furthermore, students will explore the intricacies of legal rights and responsibilities, evaluating the effectiveness of rights protection in Australia. By studying this unit, students will gain valuable insights into the methods and institutions involved in determining criminal cases and resolving civil disputes. Lastly, the course critically assesses the extent to which the features of the criminal and civil justice systems uphold the principles of justice.

Unit details

Unit 1 – The presumption of innocence

In this unit, students gain an understanding of the foundations of law, exploring different types and sources of law, as well as the characteristics of effective laws. They also learn about the role of parliament and the courts in the legal system. Students engage with the principles of justice and examine key concepts of criminal law, analysing their application in real or hypothetical scenarios to determine guilt or innocence. By doing so, students develop the ability to make reasoned judgments about the culpability of an accused individual. They also gain insights into the process of determining criminal cases and the various types and purposes of sanctions. Recent criminal cases from the past four years are examined to assess the resolution of cases and the effectiveness of sanctions.

Areas of study

1. Legal foundations
2. Proving guilt
3. Sanctions

Unit 2 - Wrongs and rights

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

Areas of study

1. Civil liability
2. Remedies
3. Human rights

Unit 3 - Rights and justice

In this unit, students examine the Victorian justice system, encompassing the criminal and civil justice systems, with a focus on protecting individual rights and upholding principles of justice. They analyse the methods and institutions within these systems, including the Magistrates' Court, County Court, and Supreme Court, as well as alternative means of determining and resolving cases. Topics explored include the rights of the accused and victims in the criminal justice system, the roles of judges, juries, legal practitioners, and parties involved, and the effectiveness of sanctions and remedies. Students also apply legal reasoning to real or hypothetical scenarios to assess the extent to which justice principles are upheld.

Areas of study

1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4 - The people, the law and reform

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

Areas of study

1. The people and the law-makers
2. The people, and the reform

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

LITERATURE

Aims of subject

Unit 1-4 of the Literature course offers students a chance to enhance reading skills, explore diverse texts, and delve into authorship. They develop critical thinking and interpretation abilities by analysing form, features, and language. Students hone their creative and critical writing skills, express individual voices, and consider different perspectives. Ultimately, they communicate insights and ideas with insight and flair.

Recommendation: It is strongly recommended that only students who score an overall academic assessment of "B+" or better in Year 10 English should undertake this subject.

Unit details

Unit 1 - Approaches to literature

In this unit, students analyse the use of language, structure, and stylistic choices in various literary forms and types of text, including both print and non-print texts. They reflect on how form and style contribute to the overall meaning of the text and consider how points of view, experiences, and contexts shape interpretations. By closely examining literary forms, features, and language, students develop a deep understanding of texts and are able to analyse them closely. They also explore the common concerns, ideas, style, and conventions found in specific literary movements or genres, such as modernism, epic, tragedy, magic realism, crime, romance, and science fiction. Through the exploration of texts within these groupings, students identify attributes, patterns, and similarities that place each text within its respective category. They delve into the ideas and concerns presented in the texts through analysis of language, settings, narrative structures, and characterisations, while also questioning the assumptions and representations embedded in the texts. In this study, students are required to analyse at least one complete text alongside multiple samples of other texts from the chosen movement or genre.

Areas of study

1. Reading practices
2. Exploration of literary movements and genres

Unit 2 - Context and connections

In this area of study, students explore the voices, perspectives, and knowledge of Aboriginal and Torres Strait Islander authors and creators, delving into the interconnectedness of place, culture, and identity. They analyse indigenous experiences, texts, and voices, examining the enduring impact of colonization and exploring concepts of reconciliation and reclamation. By studying Aboriginal and Torres Strait Islander texts, students challenge assumptions and stereotypes while examining how culture and identity are portrayed. They also reflect on Australian views and values, including their own, in the context of these texts, particularly those centred on the Australian landscape and culture. Additionally, students focus on the historical, social, and cultural context of the text, critically assessing representations of a specific time period or culture. They strive to understand the text's point of view and the ideas it reflects or comments upon. By analysing language and representations, students gain insights into the underlying concepts of the time period or culture. They develop an understanding that textual meaning is shaped by context, and they learn to closely examine textual details and structures to reveal its significance. Moreover, students enhance their language analysis skills, recognizing the historical and cultural significance carried by words.

Areas of study

1. Voices of Country
2. The text in its context

Unit 3 - Form and transformation

In this area of study, students focus on the relationship between the form of a text and its meaning. They conduct a close analysis of a set text to examine its form and reflect on how adapting it to a different form and context impacts its meaning. Through this exploration, students evaluate how adaptations may emphasize or downplay viewpoints, assumptions, and ideas found in the original text. Additionally, students develop, consider, and compare their own interpretations of the set text, analysing how ideas, views, and values are presented and endorsed, challenged, or marginalized through literary elements and language. They also take into account the historical, social, and cultural context in which the text is written and set. To deepen their understanding, students engage with supplementary readings that can enrich, challenge, or contest the ideas and views presented in the set text. These readings may include scholarly articles, explanations of literary theories, or writings by educators. However, subjective opinions or evaluations of the text's merits are not suitable for this task. Informed by the supplementary reading, students develop a second interpretation of the same text, demonstrating an enhanced appreciation and comprehension. They support their analysis with appropriate textual evidence, focusing on key moments within the text.

Areas of study

1. Adaptations and transformations
2. Developing interpretations

Unit 4 - Interpreting texts

In this area of study, students delve into the imaginative techniques employed in creating and recreating literary works. They explore how the meaning of texts can transform with changes in context and form, allowing them to construct their own creative adaptations of texts. By analysing authors' portrayal of characters, settings, language, voice, form, and structure, students gain insight into the craft of writing. They draw inferences from the original text to inspire their own writing, while adapting the tone and style to gain a deeper understanding of the explored views and values. Through critical reflection, students engage with the literary form, features, and language of texts, examining their own responses in relation to the purpose and context of their creations. Additionally, this area of study focuses on a meticulous examination of texts, including their language, style, concerns, and construction. Students closely analyse specific passages within the text to enhance their overall comprehension. They explore literary forms, features, and language, while considering the text's underlying views and values. Expressive writing allows students to perform a detailed analysis, incorporating specific references to the text.

Areas of study

1. Creative responses to texts
2. Close analysis of text

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination	50%

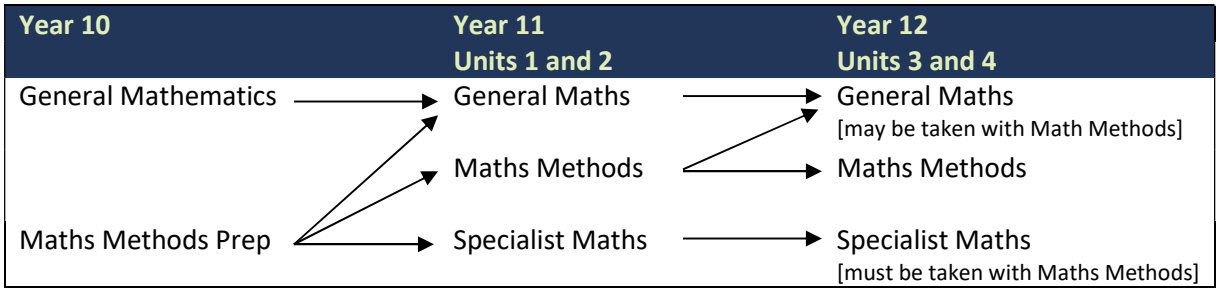
MATHEMATICS

Aims of subject

In Mathematics Unit 1-4, students are provided with an opportunity to enhance their understanding of mathematical concepts, key knowledge, and essential skills. They are encouraged to apply their mathematical knowledge to analyse, investigate, and model various real-world scenarios, thereby developing their problem-solving abilities. These situations may range from well-defined and familiar to open-ended and unfamiliar, enabling students to tackle practical and theoretical problems effectively. Additionally, the unit emphasizes the importance of computational thinking and the utilization of algorithms, as well as the effective use of technology as a tool for mathematical work. By engaging in this study, students can cultivate their mathematical proficiency and develop the necessary tools to succeed in a wide range of mathematical applications.

Progression between units

The following Table illustrates the complexity of the available Mathematics Pathways through the VCE, and so it is particularly important to pay attention to the requirements suggested in the key.



Example Combinations of Mathematics units

Year 11	Year 12
General Mathematics 1 and 2	No mathematics
General Mathematics 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Mathematical Methods 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4
Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4

General Mathematics

Unit 1 and 2

Unit 1 and Unit 2 of General Mathematics encompass a comprehensive range of study areas. Unit 1 focuses on 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', and 'Discrete mathematics'. Students are expected to apply techniques involving arithmetic, sets, matrices, diagrams, algorithms, algebraic manipulation, recurrence relations, equations, and graphs, with and without technology. Proficiency in estimation and computation using mental and manual methods is also emphasized. The incorporation of technology, with its numerical, graphical, geometric, symbolic, financial, and statistical functionalities, plays a crucial role in teaching, learning, and assessment. Similarly, Unit 2 covers 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. Students are required to apply techniques and processes such as rational and real arithmetic, sets, lists, tables, diagrams, networks, geometric constructions, algorithms, algebraic manipulation, equations, and graphs. Proficiency in estimation and computation using mental and manual methods is essential. Technology, including numerical, graphical, geometric, symbolic, financial, and statistical tools, is integrated throughout the unit to support teaching, learning, and assessment.

Areas of study

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

Units 3 and 4

General Mathematics Units 3 and 4 focus on the practical application of mathematics, encompassing 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 covers Data analysis, Recursion, and financial modelling, while Unit 4 delves into Matrices, Networks, and decision mathematics. Prior knowledge and skills from General Mathematics Units 1 and 2 will be utilized as a foundation for the development of content in Units 3 and 4. Throughout these units, students will employ various techniques involving arithmetic, sets, matrices, diagrams, algorithms, algebraic manipulation, recurrence relations, equations, and graphs. Proficiency in mental and manual computation, estimation, and relevant mathematical approaches is expected. Technology, encompassing numerical, graphical, geometric, symbolic, statistical, and financial tools, will be integrated as appropriate for teaching, learning, mathematical work, and assessments.

Areas of study

1. Data analysis
2. Recursion and financial modelling
3. Matrices
4. Networks and decision mathematics

Units 3 and 4 assessment details

Unit 3 coursework	24%
Unit 4 coursework	16%
Written exam 1 (November)	30%
Written exam 2 (November)	30%

Mathematical Methods

Unit 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of elementary functions, algebra, calculus, probability, and statistics, serving as a foundation for Units 3 and 4. Unit 1 focuses on simple algebraic functions and covers 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus', and 'Data analysis, probability and statistics'. Unit 2 shifts to transcendental functions, calculus of polynomials, and modelling applications, with the same areas of study. Both units emphasize a balanced development of skills and knowledge, emphasizing connections within and across the areas. Students are expected to apply techniques, including arithmetic, algebraic manipulation, equations, graphs, differentiation, and anti-differentiation, with or without technology. Proficiency in estimation and computation by hand is also emphasized. Technology, incorporating numerical, graphical, geometric, symbolic, and statistical tools, plays a crucial role in teaching, learning, mathematical work, and assessments throughout the units.

Units 3 and 4

Mathematical Methods Units 3 and 4 build upon elementary functions, introducing combinations of functions, algebra, calculus, probability and statistics, and their practical applications. The curriculum is divided into four areas of study: 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Units 3 and 4 assume prior knowledge from Units 1 and 2. Unit 3 covers functions, algebra, differentiation, and analysis of function features. Unit 4 extends to remaining content in functions, algebra, calculus, as well as probability and statistics.

The curriculum emphasizes progressive complexity, focusing on problem types, modelling, transformations, graph sketching, and equation solving. Each area of study shows clear skill and knowledge progression. Students apply techniques involving arithmetic, sets, diagrams, algorithms, algebraic manipulation, equations, graphs, differentiation, integration, and inference. Mental and manual computation skills are important, and technology integration is encouraged.

In summary, Mathematical Methods Units 3 and 4 offer a comprehensive study of advanced mathematical concepts, promoting problem-solving skills and proficiency in various domains.

Areas of study for Unit 1 - 4

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

Units 3 and 4 assessment details – Methods and Specialist

Unit 3 coursework	20%
Unit 4 coursework	20%
Written exam 1 (November)	20%
Written exam 2 (November)	40%

Specialist Mathematics

Unit 1 and 2

Specialist Mathematics Units 1 and 2 offer an in-depth study of mathematics, emphasizing concepts, skills, and processes related to mathematical structure, modelling, problem-solving, reasoning, and proof. These units cultivate an interest in mathematics, explore applications, and lay a foundation for further studies. Concurrent study or completion of Mathematical Methods Units 3 and 4 is assumed for students taking Specialist Mathematics Units 3 and 4. The curriculum covers areas such as algebra, number and structure, data analysis, probability and statistics, discrete mathematics, functions, relations and graphs, and space and measurement. Throughout the units, students apply techniques involving arithmetic, sets, matrices, graphs, algorithms, algebraic manipulation, equations, and more, utilizing technology. They develop proficiency in constructing proofs, interpreting algorithms, and solving problems. Technology, including numerical, graphical, geometric, symbolic, and statistical functionality, is integrated into teaching, learning, and assessment. By the end of Unit 2, students have covered all areas of study, enhancing their skills in mathematical techniques, proofs, problem-solving, and technology utilization. Specialist Mathematics Units 1 and 2 provide a comprehensive preparation for advanced studies in mathematics and related fields.

Areas of study

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

Units 3 and 4

Specialist Mathematics Units 3 and 4 cover areas such as 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. These units emphasize mathematical structure, reasoning, and applications in various contexts. Prior knowledge from Mathematical Methods Units 1 and 2, as well as Specialist Mathematics Units 1 and 2, is assumed, along with concurrent or previous completion of Mathematical Methods Units 3 and 4. The content selection ensures a balanced progression of knowledge and skills, while students are expected to apply techniques involving arithmetic, algebra, graphs, differentiation, integration, and more. The use of technology and relevant computational approaches is integrated throughout the units. Overall, Specialist Mathematics Units 3 and 4 provide an advanced study of mathematics with a focus on concepts, applications, and problem-solving.

Areas of study

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

Units 3 and 4 assessment details – Methods and Specialist

Unit 3 coursework	20%
Unit 4 coursework	20%
Written exam 1 (November)	20%
Written exam 2 (November)	40%

MEDIA

Aims of subject

Media Unit 1-4 enables students to explore and analyse their experiences with media, understanding the codes and conventions used in constructing narratives and products. The course covers traditional and contemporary media forms, institutions, and industries through theory and practice. Students gain insights into the roles of media in creation, production, distribution, consumption, and interpretation. They learn how meaning is constructed and audiences are engaged through media analysis. The course examines the relationship between media and audiences, and the debates surrounding contemporary media's societal impact. Students develop critical understanding and analysis of media's significance, aesthetics, and production in diverse contexts and for various audiences.

Unit details

Unit 1 - Media forms, representations and Australian stories

This unit explores the audience-media relationship, focusing on how audiences engage with media, interpret representations, and construct meaning. Students analyse key concepts related to representation and meaning in different media forms, including the role of media codes, conventions, representations, and narratives in shaping media realities. The unit also examines the dual role of audiences as both producers and consumers of media, providing insights into the production process, narrative structures, and the influence of media creators and institutions. Students actively engage with various media forms, creating representations to demonstrate their understanding of each form's characteristics and its contribution to meaning. Additionally, they develop research skills to analyse Australian fictional and non-fictional narratives across different media forms, with a focus on the influence of media professionals on genre and style. The unit also emphasizes the appreciation of cultural identity by highlighting the voices and stories of Aboriginal and Torres Strait Islander creators.

Areas of study

1. Media representations.
2. Media forms in production.
3. Australian Stories.

Unit 2 - Narrative across media forms

Narratives are crucial in all media forms, shaping industries like journalism and filmmaking. They rely on interconnected images, sounds, and words, utilizing media codes and conventions. Modern media technologies have introduced hybrid forms of storytelling, such as collaborative and user-generated content, challenging traditional narrative norms. These new forms also transform audience engagement, consumption, and reception. In this unit, students explore narratives across various media contexts, including film, television, digital streams, news, print, photography, games, and interactive formats. They analyse how media technologies impact individuals and society, narrative production and distribution, and audience involvement. Through practical exercises, students create narratives that demonstrate an understanding of appropriate structures, media codes, and conventions.

Areas of study:

1. Narrative, style and genre.
2. Narratives in production.
3. Media and change.

Unit 3 - Media narratives, contexts and pre-production

In this unit, students analyse media narratives to understand their structure and meaning. They examine the use of codes and narrative conventions in shaping these narratives and consider how social, historical, institutional, cultural, economic, and political contexts influence their construction and audience interpretation. Through this study, students develop a deeper understanding of media language and terminology, as well as the combination of codes and narrative conventions within a narrative. They also explore specific codes and conventions relevant to their chosen media form, conducting research to support their understanding and applying these techniques in their own works. Students engage in pre-production planning, designing a media product for a specific audience and utilizing media technologies to develop their skills. They document their progress and create written and visual planning documents to support the production and post-production stages of their media product in Unit 4.

Areas of study

1. Narratives and their contexts.
2. Research, development and experimentation.
3. Pre-production planning.

Unit 4 - Media production, agency and control in and of the media

In this unit, students delve into the production and post-production stages of the media production process, bringing their pre-production plans to life. They refine their work based on feedback and personal reflection, documenting their progress towards completion. The context in which media products are created, distributed, and consumed becomes crucial in how audiences perceive and interpret them. Various social, historical, institutional, cultural, economic, and political contexts shape the explicit or implied views and values conveyed in media products. These views and values can influence, reinforce, or challenge cultural norms, as the media disseminates them within society. Throughout this unit, students analyse a range of media products to understand the values and views they represent, examining the role of media products and their creators within specific temporal and spatial contexts. Students also explore the dynamic relationship between the media and audiences, considering the opportunities and challenges presented by current developments in the media industry. They delve into the nature of communication between the media and audiences, examine how the media can be utilized by governments, institutions, and audiences, and analyse the role of the Australian government in media regulation.

Areas of study

1. Media production
2. Agency and control in the media

Unit 3 and 4 assessment details

Unit 3 Coursework	10%
Unit 4 Coursework	10%
School Assessed Task (SAT)	40%
External Examination (November)	40%

PHILOSOPHY

Aims of subject

Unit 1-4 of the Philosophy course provides a comprehensive study of Western philosophy, offering deep insights into its nature, methods, and historical context. Students develop the skills to recognize and articulate philosophical questions, analyse ideas and arguments, and respond to central philosophical inquiries with clarity and logic. The course emphasizes the relevance of philosophy to contemporary issues and fosters open-mindedness and critical reflection. Students engage in intellectual growth, evaluating different perspectives and exploring alternative approaches to philosophical questions, thus enhancing their critical thinking and expanding their philosophical perspectives.

Unit details

Unit 1 – Existence, knowledge and reasoning?

This unit delves into the fundamental philosophical questions that have intrigued humans for centuries, such as the nature of reality and the acquisition of certain knowledge. Through active investigation and critical discussion, students engage with the areas of epistemology and metaphysics. The focus is on "doing philosophy" through the formulation of questions and philosophical exchanges. Reasoning techniques are central to the unit, as students learn to think philosophically. They are introduced to philosophical viewpoints and arguments, both contemporary and historical, using primary texts that offer positive arguments or viewpoints. Students explore relevant debates in applied epistemology and metaphysics, considering the ongoing relevance of these philosophical foundations in our contemporary society and everyday lives. Philosophical debates extend to other domains like religion, psychology, sociology, and politics, encompassing philosophical questions and associated viewpoints and arguments.

Areas of study

1. Metaphysics
2. Epistemology
3. Introduction to philosophical inquiry

Unit 2 - Questions of value

This unit focuses on the foundations of our value judgments and the relationships between different types of value. Students will explore how value judgments can be defended or criticized, particularly within the realms of morality, political and social philosophy, and aesthetics. The unit also highlights the ways in which viewpoints and arguments in value theory can contribute to contemporary debates. Students will analyse primary philosophical texts, developing skills in formulating philosophical questions and providing informed responses. It is important to note that for this study, primary texts present positive arguments or viewpoints rather than mere critique. Additionally, philosophical debates encompass a wide range of philosophical questions, viewpoints, and arguments, extending into areas such as religion, psychology, sociology, and politics.

Areas of study

1. Ethics and moral philosophy
2. Further problems in value theory
3. Techniques of philosophy inquiry

Unit 3 - Minds, bodies and persons

In this unit, we explore fundamental questions about the mind and the self. Two key inquiries are examined: whether human beings are more than their bodies, and whether there is a basis for the belief in personal identity over time. Students critically analyse philosophical sources, comparing them to their own perspectives and contemporary discussions. The unit differentiates between arguments, which provide claims supported by reasoning, and viewpoints, which present claims without necessarily offering reasoning. Additionally, we explore how philosophical debates extend beyond their own domain to intersect with areas like religion, psychology, sociology, and politics.

Areas of study

1. Minds and bodies
2. Personal identity

Unit 4 - The good life

In this unit, students delve into the question of what constitutes a good life for humans. They explore the influence of human nature on our understanding of a well-lived life and examine the significance of happiness and morality in this context. The impact of our social environment on our conception of a good life is also explored. Through the study of influential philosophical texts, students critically analyse different perspectives and arguments related to the good life. They then apply their understanding to engage in reasoned responses to contemporary debates. It is important to note that arguments in this study are claims supported by propositions and reasoning, while viewpoints may present claims without explicit support or reasoning. Furthermore, philosophical debates encompass not only philosophical questions but also associated viewpoints and arguments in various disciplines such as psychology, sociology, science, engineering, and politics.

Area of Study

1. Conceptions of the good life
2. Living the good life in the twenty-first century

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

PHYSICAL EDUCATION

Aims of subject

The Physical Education Unit 1-4 study aims to provide students with a comprehensive understanding of the factors influencing participation and performance in physical activity, sport, and exercise. Through practical activities, students will gain practical experience that complements contemporary theoretical knowledge. They will develop an appreciation for the anatomical, biomechanical, physiological, and skill acquisition principles, as well as the behavioural, psychological, environmental, and sociocultural influences affecting performance and participation across different stages of life. By engaging in physical activity and movement experiences, students will analyse how various body systems collaborate to produce and refine movement. Furthermore, they will acquire the ability to critically evaluate changes in participation and performance in physical activity, sport, and exercise from a social-ecological perspective. This evaluation will involve monitoring, testing, and measuring key parameters to assess and understand these changes thoroughly.

Recommendation: It is also suggested that students wishing to undertake Unit 3 and 4 studies complete Units 1 and 2 first.

Unit details

Unit 1 – The human body in motion

In this unit, students investigate the interplay between the musculoskeletal and cardiorespiratory systems in generating movement. Through practical activities, they explore how these systems adapt to the demands of physical activity, sport, and exercise. Students analyse the structures and functions of these systems and their responses to physical activity. They examine how the capacity and functioning of each system can facilitate or hinder movement and participation. Additionally, students assess the social, cultural, and environmental influences on movement and evaluate the impact of legal and illegal practices on the performance of these systems, considering both benefits and potential harms. They also develop strategies to minimize the risk of illness or injury to each system.

Areas of study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 – Physical activity, sport and society

This unit examines the relationship between physical activity, sport, and society, focusing on participation and its impact. Students explore different forms of physical activity, considering their effects on personal health, well-being, and diverse population groups. Practical activities offer hands-on experience and emphasize the importance of meeting recommended activity levels for optimal health. The unit delves into factors influencing participation across different life stages, including the role of communities and environments in supporting or hindering physical activity engagement. Students collect data on barriers and facilitators to physical activity, seeking ways to enhance participation opportunities in various contexts. The consequences of physical inactivity and sedentary behaviour are addressed at individual and population levels. Students create and implement activity plans aligned with relevant guidelines for specific populations, while also learning to assess physical activity and sedentary behaviour using diverse methods and analyse the data according to established guidelines. Finally, students evaluate strategies that effectively promote regular physical activity, drawing from social-ecological and youth physical activity promotion models, applicable to individuals and diverse settings.

Areas of study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

Unit 3 – Movement skills and energy for physical activity

This unit provides students with an introduction to biomechanical and skill acquisition principles for analysing human movement and energy production from a physiological perspective. Through various tools and techniques, students analyse movement skills and apply these principles to enhance and refine movement in physical activity, sport, and exercise. Practical activities demonstrate how correctly applying these principles can improve performance. Students also examine the contribution and interaction of the three energy systems to performance, investigating their characteristics and interplay during physical activity. Additionally, they explore fatigue causes and strategies for delaying fatigue and promoting recovery.

Areas of study

1. How are movement skills improved?
2. How does the body produce energy?

Unit 4 – Training to improve performance

In this unit, students analyse movement skills from multiple perspectives and apply training principles to enhance performance in physical activity. The ability to acquire, apply, and evaluate knowledge is crucial for improving performance, particularly in terms of fitness. Students assess skill frequencies, movement patterns, heart rates, and work-to-rest ratios to determine activity requirements. They consider physiological, psychological, and sociological aspects of training to design and evaluate effective training programs. Through participation in various training sessions, students aim to improve or maintain fitness and assess the effectiveness of different training methods. They critically evaluate the implementation of training principles and methods to meet individual needs and examine the long-term adaptations resulting from training from a theoretical standpoint.

Areas of study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

Units 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

**Please NOTE: VCAA plans to update the unit outcomes for 2025, however details of such were not available at time of publication.*

PHYSICS

Aims of subject

In Physics Unit 1-4, students will develop the ability to apply various physics models, theories, and concepts in order to describe, explain, analyse, and make predictions about a wide range of physical phenomena. They will also gain a deep understanding of the language and methodologies of physics, equipping them with the skills necessary to solve qualitative and quantitative problems in both familiar and unfamiliar contexts. This comprehensive study will enable students to effectively utilize physics principles to address real-world situations and further their knowledge and proficiency in the field.

Recommendation: It is strongly recommended that students wishing to take this study have achieved a 'B' average or better in Mainstream Mathematics as well as a 'B' average or better in Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Unit details

Unit 1 – How is energy useful to society?

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

Area of Study

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

Unit 2 - What do experiments reveal about the physical world?

In this unit, students explore the power of experiments in developing models and theories. They investigate various phenomena through their own observations and generate questions that lead to experiments. In Area of Study 1, students examine the role of forces in both the motion of objects and keeping them stationary, applying these concepts to a chosen case study. Area of Study 2 offers eighteen options for students to choose from, allowing them to explore areas such as climate science, nuclear energy, flight, and more. By selecting an option, students can investigate a contemporary societal issue or application related to their chosen area of interest, using physics to justify their stance or solution. In Area of Study 3, students undertake a student-adapted or student-designed scientific investigation, drawing on the skills and knowledge from Area of Study 1 and/or Area of Study 2 to generate primary data.

Area of Study

1. How is motion understood?
2. How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Unit 3 - How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

Area of Study

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

Unit 4 - How have creative ideas and investigation revolutionised thinking in physics?

In Physics Unit 1-4, students delve into the dynamic relationship between theory and experiment in constructing models to explain natural phenomena. They explore significant shifts in understanding the nature of light, matter, and energy, influenced by experiments and evolving perspectives. The limitations of wave theory in describing light behaviour are examined, leading to the utilization of quantum physics to explain particle-like properties. Surprisingly, light and matter display similar characteristics on a microscopic scale. The unit also delves into the concept of relativity, challenging students to envision a world where motion nears the speed of light, leading to length contraction and time dilation. The unit highlights Einstein's ground-breaking ideas and their impact on modern technologies like GPS. Additionally, students engage in a student-designed practical investigation, generating primary data focusing on fields, motion, or light, which is assessed in Unit 4, Outcome 2.

Area of Study 1

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

Units 3 and 4 assessment details

Unit 3 coursework	30%
Unit 4 coursework	20%
Written examination (November)	50%

PRODUCT DESIGN AND TECHNOLOGY

Aims of subject

The Product Design and Technology Unit 1-4 provides students with a comprehensive understanding of the design process, focusing on sustainability, ethical responsibilities, and the consideration of various factors such as social, environmental, economic, and worldview perspectives. Students develop critical, creative, and speculative thinking skills while generating and communicating multiple design ideas and concepts using visual techniques and prototypes. They also explore a wide range of materials, considering their characteristics and properties in different contexts, and learn methods of responsible sourcing, processing, production, and assembly. Safety protocols, project management techniques, and analytical skills for evaluating and critiquing designed products are emphasized.

Unit details

Unit 1 – Design practices

This unit explores various aspects of product design, including collaboration and teamwork among designers, research processes, idea generation techniques, and product design. Students develop their critical, creative, and speculative thinking strategies while using manual and digital drawing systems to create graphical product concepts. They also experiment with materials, tools, and processes to prototype physical product concepts. The unit involves analysing and evaluating existing products and technological innovations in product design, considering design briefs and influential factors, and using the Double Diamond design approach. Students engage in practical work to test materials, tools, and processes, focusing on technological competence and safe skill development while creating innovative products.

Area of study

1. Developing and conceptualising designs
2. Generating, designing and producing

Unit 2 – Positive impacts for end users

In this unit, designers focus on understanding and addressing the diverse needs of end users. They conduct research locally and globally to develop inclusive product design solutions that promote belonging, access, usability, and equity. Students analyse social and physical influences on design, create user profiles, and identify specific needs or opportunities. Their goal is to design inclusive products that positively impact belonging, access, usability, and equity. Additionally, students explore the cultural aspects of design, including the design practices of Aboriginal and Torres Strait Islander peoples, sustainable design practices related to caring for the environment, and the incorporation of traditions and culture in contemporary designs. They are encouraged to make personal and cultural connections throughout the unit.

Area of study

1. Opportunities for positive impacts for end users
2. Designing for positive impacts for end users
3. Cultural influences on design

Unit 3 – Ethical product design and development

In this unit, students research and address a real need or opportunity while considering ethical factors. They develop product concepts and a final proof of concept that meet the needs of end users. The focus is on analysing materials in relation to sustainability, manufacturing practices, and product lifecycles. Students employ a problem-based design approach, using the Double Diamond design process and design thinking to develop the design brief, product concepts, and final proof of concept. They evaluate and critique their concepts using relevant factors and ethical research methods. In Area of Study 1, students explore various influences on product design in industrial settings. Area of Study 2 involves formulating a design brief and researching market needs. In Area of Study 3, students create prototypes, develop a production plan, and safely implement it to produce their final product.

Area of study

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

Unit 4 – Production and evaluation of ethical designs

Throughout this unit, students actively engage as designers, honing their production skills and adhering to safe work practices within their chosen design specializations. They gather, analyse, interpret, and present data while employing ethical research methods. By seeking feedback from end users, they apply their research and findings to develop their designed solutions. Furthermore, students explore speculative design thinking, investigating current, emerging, and future technologies, as well as market trends, to foster research, product development, and entrepreneurial activities. In Area of Study 1, students fabricate their designed product from Unit 3, ensuring the responsible use of materials, tools, and processes. They meticulously monitor and document their progress, making justifiable decisions and modifications as needed. In Area of Study 2, students evaluate their product alongside existing ones, utilizing criteria, data, and feedback. They demonstrate forward-thinking, innovation, and entrepreneurship by proposing and justifying potential enhancements or improvements based on their evaluation.

Area of study

1. Managing production for ethical designs
2. Evaluation and speculative design

Units 3 and 4 assessment details

Unit 3 coursework	10%
Unit 4 coursework	10%
School Assessed Task (SAT)	50%
Written examination (November)	30%

PSYCHOLOGY

Aims of subject

The study of Psychology in Unit 1-4 aims to provide students with valuable insights and skills. It enables them to develop a comprehensive knowledge and understanding of various psychological models, theories, and concepts. Through this understanding, students are able to describe, explain, analyse, and predict human thoughts, emotions, and behaviour. Additionally, students learn to apply a biopsychosocial approach, considering biological, psychological, and social factors, to gain a deeper understanding of human thoughts, emotions, and behaviour. Furthermore, the application of psychological models, theories, and concepts to everyday situations enhances students' comprehension of mental wellbeing. Overall, this study equips students with the necessary tools to explore and comprehend the complexities of the human mind and behaviour, ultimately fostering a greater understanding of mental wellbeing.

Recommendation: It is strongly recommended that PVCC students wishing to study Psychology have achieved a 'C+' average or better in Science and English.

Unit details

Unit 1 - How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. 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. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Area of Study

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

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

This unit focuses on social cognition and its role in attitudes, self-perception, and relationships. Students explore various factors influencing individual and group behaviour, recognizing cultural differences. The experiences of Aboriginal and Torres Strait Islander people within Australian society are considered in relation to psychological functioning. Classical and contemporary research is examined to understand human perception and behaviour. Students investigate how perception enables interaction with the environment and how it can be distorted. They also conduct a student-adapted or student-designed scientific investigation, gathering primary data on factors influencing behaviour and mental processes, drawing upon knowledge and skills from previous areas of study.

Area of Study

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

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

The nervous system influences behaviour and the way people experience the world. In this unit, students examine both macro level and micro level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system and the understanding of biological, psychological and social factors that influence learning and memory.

Areas of study

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

Unit 4 - How is mental wellbeing supported and maintained?

This unit delves into the significance of sleep and its impact on mental wellbeing. Students study the biological mechanisms that regulate sleep, including the relationship between REM and NREM sleep throughout life. They also examine how changes in sleep-wake cycles and sleep hygiene affect psychological functioning, drawing on classical and contemporary research. Mental wellbeing is explored using a multidimensional framework, such as social and emotional wellbeing (SEWB), and students apply a biopsychosocial approach to understand specific phobias. They also consider the role of protective factors and cultural determinants in supporting the mental wellbeing of Aboriginal and Torres Strait Islander peoples. In Unit 3 or 4, students undertake a student-designed scientific investigation on mental processes and wellbeing, which is assessed in Unit 4 Outcome 3.

Areas of study

1. How does sleep affect mental processes and behaviour?
2. What influences mental well-being?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

Units 3 and 4 assessment details

Unit 3 coursework	20%
Unit 4 coursework	30%
Written examination (November)	50%

RELIGION AND SOCIETY

Aims of the subject

In the Religion and Society Unit 1-4, students will explore various aspects related to spirituality, religion, and new religious movements. They will develop an understanding of the nature and purpose of these elements, as well as learn to respect and appreciate the spiritual and religious beliefs of others. Students will also delve into the significance of religion in the human quest for meaning, examining how it shapes individual identity formation within the context of society. The course will encourage reflection on how spirituality and religion can offer individuals a framework for interpreting significant life experiences. Furthermore, students will analyse the dynamic relationship between society and collective identity, as influenced by spiritualities, religious traditions, and religious denominations. Finally, the course will explore the ongoing interaction between society and religion, with a focus on their mutual influence and their roles in important discussions surrounding religious, cultural, political, social, and ethical issues.

Unit details

Unit 1 - The Role of Religion in Society

This unit explores the origins of religion and its role in societal development. Students gain an understanding of the nature and purpose of religion throughout history. They examine the influence of spiritualities, religious traditions, and denominations on personal and group identity over time. The unit also highlights how individuals, groups, and new ideas have shaped spiritualities and religious traditions. Students analyse the complex relationships between individuals, groups, truth narratives, and religious traditions in Australian society. The unit encompasses various examples, including spiritualities of First Nations peoples, prehistoric spiritual and religious ideas, ancient civilisations and empires, Asian religious and philosophical traditions, and Abrahamic religions.

Areas of study

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

Unit 2 - Religion and Ethics

This unit focuses on the question of determining what is good and making decisions when faced with uncertainty. It raises the issue of whether we rely on societal definitions of good, follow our instincts, or seek guidance from spirituality and religious traditions. The study of ethics involves understanding the principles and reasoning behind moral judgments. Ethical decision-making is influenced by concepts, principles, and theories. At personal, community, and global levels, ethical questions arise and are shaped by family, cultural, religious, and philosophical backgrounds. Today, these backgrounds interact with other sources of authority and moral values from media and popular culture. However, cultural heritages still play a significant role, providing ethical perspectives and values centred on human dignity and justice. These perspectives form the foundation for ethical discussions in societies with diverse worldviews. This unit explores various methods of ethical decision-making in different religious and philosophical traditions and examines ethical issues in pluralistic societies.

Areas of study

1. Ethical decision-making and moral judgement
2. Religion and ethics
3. Ethical issues and society

Unit 3 – The Search for Meaning

Humanity has always sought to understand the purpose and meaning of existence, asking profound questions about our origins, the existence of a higher power, the purpose of life, and what happens after death. In response, various worldviews, including spirituality, religion, philosophy, science, and ideology, have emerged. Religion, in particular, provides a narrative that offers answers and meaning to human existence and the broader world. It also explores the relationships between individuals, society, ultimate reality, and the natural world. Religious beliefs encompass ideas about ultimate reality and the meaning of human existence, including concepts of life's purpose and the afterlife. These beliefs, along with other aspects of religion, contribute to the unique identity of a religious tradition or denomination. In this unit, students examine the general purposes of religion and delve into the specific religious beliefs developed by selected traditions or denominations, such as Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism. They explore how these beliefs are expressed through different aspects of religion and how they provide meaning for adherents. Additionally, students consider the interaction between significant life experiences and religion, deepening their understanding of its role in individuals' lives.

Areas of study

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

Unit 4 - Religion, Challenge and Change

This unit examines the dynamic relationship between religious traditions, religious denominations, and the societies they are a part of. Throughout history, religion has provided a framework for seeking answers to life's fundamental questions. These traditions and denominations engage and negotiate with individuals, communities, and other societal institutions, influencing and being influenced by society at large. They can act as catalysts for change and either embrace or resist societal forces. Members of religious traditions contribute to their development by expanding beliefs, expression, and application within their lives. Challenges arising from interactions between religious traditions, denominations, and society, including the needs and insights of members and wider society, foster growth and change. These challenges are influenced by broader contexts such as economic, environmental, political, social, and technological factors. Religious traditions and denominations may respond to challenges by taking a stance, either supportive or indifferent, and implementing actions that impact both the tradition itself and society. The aim is to maintain integrity, authenticity, authority, adherents, and identity. However, achieving these aims may require multiple interactions and negotiations. In this unit, students explore challenges faced by religious traditions and denominations throughout history, and conduct a focused study on a specific tradition or denomination chosen from Buddhism, Christianity, Hinduism, Islam, Judaism, or Sikhism.

Areas of study

1. Challenge and response
2. Interaction of religion and society

Unit 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

THEATRE STUDIES

Aims of the subject

The study of Theatre and dramatic arts provides a meaningful connection to our Creator God through the use of our creative gifts. In Theatre Studies units 1 to 4, students gain a comprehensive understanding of theatre, exploring its styles, purposes, and audiences. They interpret scripts, actively engage in production, and cultivate a deeper appreciation for the art form. The course fosters creativity, encouraging experimentation with theatrical elements. Students also acquire knowledge of production roles and effective script interpretation skills. Self-awareness as theatre practitioners and audience members is promoted, highlighting the significance of theatre as an art form. Emphasis is placed on safety, ethics, and applying these principles in theatre production. Students develop skills in performance analysis and production evaluation, applying their learning to their own productions. Furthermore, the course cultivates critical thinking, problem-solving, and communication skills, enabling active participation in the theatre community and contributing to its growth.

Unit details

Unit 1 – Pre-Modern theatre styles and conventions

This unit explores the application of acting, direction, and design in relation to pre-modern theatre styles. Students engage creatively and imaginatively in production roles, working with scripts from the pre-modern era. They focus on at least three distinct theatre styles, studying their conventions and innovations in production. The unit also covers theatre production processes, including dramaturgy, planning, development, and performance to an audience, which students apply to their own work. Pre-modern theatre styles covered include Ancient Greek, Ancient Roman, Liturgical drama, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku, Kabuki, and other traditional indigenous forms. Students develop skills in performance analysis and apply them to the analysis of plays in performance.

Areas of study

1. Exploring pre-modern theatre styles and conventions
2. Interpreting scripts
3. Analysing a play in performance

Unit 2 – Modern theatre styles and conventions

This unit explores the application of acting, direction, and design in relation to theatre styles from the modern era (1920s-present). Students engage in creative and imaginative production roles, working with scripts from the modern era and focusing on at least three distinct theatre styles. They study innovations in theatre production during this period and apply their knowledge to their own works. The unit covers various aspects of theatre production processes, including dramaturgy, planning, development, and performance for an audience. Students also learn about safe and ethical practices in theatre production and develop skills in performance analysis, applying them to the analysis of a play in performance. Theatre styles covered include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Areas of study

1. Exploring modern theatre styles and conventions
2. Interpreting scripts
3. Analysing and evaluating a theatre production.

Unit 3 – Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Areas of study

1. Staging theatre
2. Interpreting a script
3. Analysing and evaluating theatre

Unit 4 – Presenting an interpretation

In this unit, students focus on studying a scene and a corresponding monologue. They start by interpreting the prescribed scene, exploring theatrical possibilities and utilizing dramaturgy throughout the production process. Next, they develop a creative and imaginative interpretation of the monologue within the specified scene, taking on roles as actors, directors, or designers to bring their vision to life. Students also analyse a performance from the VCE Theatre Studies Unit 4 Playlist, chosen from the annual publication on the VCAA website. This analysis encompasses acting, direction, design, and the use of theatre technologies. Throughout their work in these areas of study, students acquire knowledge of safe and ethical theatre practices and apply them accordingly.

Areas of study

1. Researching and presenting theatrical possibilities
2. Interpreting a monologue
3. Analysing and evaluating a performance

Unit 3 and 4 assessment details

Unit 3 coursework	30%
Unit 4 coursework	15%
External Monologue examination	25%
Written examination	30%

**Please NOTE: VCAA plans to update the unit outcomes for 2025, however details of such were not available at time of publication.*

VCE POLITICS

Aims of the subject

This study equips students with a comprehensive understanding of contemporary politics and power dynamics in Australia, the Indo-Pacific region, and globally. Through comparative analysis of political systems and examination of current issues and crises, students gain insight into the interests, perspectives, and use of power by key political actors. They explore themes of power, conflict, and cooperation, considering Australia's role as a regional and global player. Additionally, students delve into democratic principles, recognizing their own political agency and responsibilities as citizens. Key political concepts are studied and applied to analyse Australian and global issues, fostering critical thinking skills through investigation, analysis, and argumentation.

Unit details

Unit 1 – Politics, power and political actors

In this unit, students delve into the essence of politics, understanding it as the realm where political actors wield power to address societal issues and conflicts. They explore fundamental concepts, gradually honing their ability to think politically. Political actors, spanning from leaders to organizations like parliaments or the United Nations, exert influence over decisions, policies, and public discourse. Issues often stem from the tension between maintaining the status quo and instigating change, with conflicts arising from differing interests and perspectives. Power, manifested through various capacities such as economic or positional, empowers these actors to pursue their objectives. Students scrutinize how power is wielded, examining national and global political dynamics and their repercussions. Emphasizing contemporary relevance, the course prioritizes examples and case studies from the past decade, contextualizing them with brief historical outlines while focusing on short-term causes driving contemporary issues and crises.

Areas of study:

1. Power and national political actors
2. Power and global political actors

Unit 2 – Democracy: stability and change

In this unit, students explore the fundamental principles of democracy and examine their expression, challenges, and experiences both domestically in Australia and on a global scale. They engage in a detailed analysis of democratic principles within the Australian context, investigating a specific political issue or crisis that poses inherent challenges to democratic ideals. Furthermore, students assess how global political actors and trends may pose obstacles or threats to democracy, evaluating the political significance of these challenges. Each study area emphasizes essential disciplinary concepts, allowing students to progressively deepen their understanding of political thought. The focus of VCE Politics is on contemporary examples and case studies from the past decade, while also considering historical causes within the last ten years to contextualize contemporary issues and crises.

Areas of study:

1. Issues for Australia’s democracy
2. Global challenges to democracy

Unit 3 – Global cooperation and conflict

In this unit, students delve into global challenges by investigating both a significant issue and a crisis impacting the international community. They first explore a global-scale issue like climate change or economic instability, examining its causes, consequences, and implications for various global actors. Additionally, students analyse a humanitarian crisis originating in one state but spilling over into neighbouring regions, necessitating urgent responses. These crises typically arise from human rights violations, armed conflicts, or mass migrations. Students evaluate the roles of diverse global actors—states, regional organizations, global institutions, and non-state entities like corporations or NGOs—in addressing these challenges, considering their perspectives and interests. They assess responses ranging from cooperation to conflict and gauge their effectiveness in resolving the crisis or issue. The course emphasizes contemporary examples within the past decade while also providing historical context for understanding current events.

Areas of study:

1. Global issues, global responses
2. Contemporary crises: conflict, stability and change

Unit 4 – Power in the Indo-Pacific

In this unit, students delve into the strategic dynamics of power and influence in the Indo-Pacific region, analysing the interests and perspectives of global actors and their impact on regional cooperation and stability. Building on their understanding of global issues and crises, students explore the concept of power and national interests through an in-depth study of one state's perspectives and actions. Choices include the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia, or the United States of America. Additionally, students examine Australia's strategic interests and actions in the region, considering their implications for political stability or change. This study is conducted within the context of Australia's relationships with a Pacific Island state and two other regional states. VCE Politics emphasizes contemporary examples within the past decade, contextualized by historical causes, to understand contemporary issues and crises in the region.

Areas of study:

1. Power and the national interest
2. Australia in the Indo-Pacific

Unit 3 and 4 assessment details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

VISUAL COMMUNICATION AND DESIGN

Aims of the subject

The Visual Communication Design Unit 1-4 in VCE offers a comprehensive exploration of the field, equipping students with the skills and knowledge needed to excel in visual communication design. They learn to work independently and collaboratively, solving human-centred design problems and applying a design process to deliver innovative solutions. Throughout the course, students develop divergent and convergent thinking strategies, while also mastering the manipulation of design elements and principles across various media. They gain proficiency in drawing and making, focusing on the technical aspects of visual arts. The course also emphasizes ethical, legal, sustainable, and culturally appropriate design practices, considering the broader influences of design in different contexts. Students develop the ability to provide and receive critical feedback using design terminology, fostering a culture of constructive evaluation. By the course's end, students are well-prepared for the industry, with a solid foundation in design principles, technical proficiency, and ethical considerations.

Unit details

Unit 1 – Finding, reframing and resolving design problems

In this unit, students learn how designers identify and solve human-centred design problems. They explore the impact of design on individuals and societies over time. Through collaboration and research, they understand stakeholders' perspectives and create design briefs. They use divergent and convergent thinking in future projects and apply the VCD design process. Practical projects focus on visual communication, critiquing, and feedback. Students develop skills in communication and industrial design, considering sustainability and the influences on design decisions. They recognize design's potential for positive change.

Areas of study:

3. Reframing design problems
4. Solving communication design problems
5. Design’s influence and influences on design

Unit 2 – Design context and connections

In VCE Visual Communication Design Unit 2, students explore the design process, including concepts of good design, human-centred research methods, and influential factors. They focus on designing environments and interactive experiences, drawing inspiration from various design fields. The unit emphasizes the relationship between design and its context, considering emotional impact and historical influences. Design critiques help students improve their decision-making and feedback skills. Area of Study 2 focuses on culturally appropriate design practices, addressing Indigenous knowledge protocols and ownership issues across design contexts.

Areas of study:

3. Design, place and time
4. Cultural ownership and design
5. Designing interactive experiences

Unit 3 - Visual communication in design practice

In this unit, students analyse contemporary designers and their work across various fields of design practice. They explore how designers communicate and resolve design ideas, considering the role of visual language and the evolving nature of professional design practice. Students also develop their practical skills in visual communication.

They study examples of design work, focusing on how designers address design problems and conceptions of good design. Students investigate the Discover, Define, and Develop phases of the VCD design process to tackle a chosen design problem. They gather insights, create a brief with two communication needs, generate and refine design ideas, and seek feedback for improvement. Ultimately, in Unit 4, the design ideas are further developed, refined, and resolved to produce final design solutions.

Areas of study:

3. Professional design practice
4. Design analysis
5. Design process: defining problems and developing ideas

Unit 4 – Delivering design solutions

In this unit, students continue exploring the VCD design process by resolving and presenting design solutions for two communication needs. They evaluate, refine, and share ideas developed in Unit 3, Outcome 3, seeking feedback for further review. Throughout the process, students engage in an iterative cycle, reworking ideas, revisiting research, and reviewing design criteria. They explore manual and digital methods, media, materials, and design elements and principles, testing concepts using models or prototypes.

Once design concepts are finalized, students create a pitch to justify their design decisions and effectively communicate them. They then respond to feedback by making final refinements. Students have the freedom to choose how to present their design solutions, considering aesthetic impact and the communication of ideas. They select appropriate materials, methods, and media to showcase distinct final design solutions, each tailored to specific purposes and presentation formats, while addressing the design criteria outlined in the brief.

Areas of study:

3. Design process: refining and resolving design concepts
4. Presenting design solutions

Unit 3 and 4 assessment details

Unit 3 coursework	20%
School Assessed Task (SAT)	50%
External examination	30%

VET

Vocational Education and Training (VET) offers students the opportunity to complete a nationally recognized vocational Certificate qualification, while earning credit towards their VCE. Choosing a VET subject in Year 11 or 12 – replaces a VCE subject at PVCC.
At PVCC, three courses are offered onsite:

- VCE VET Certificate III in Music (Performance)
    - Scored VET: Two-year course.
- VCE VET Certificate III in Christian Ministry and Theology (Gravitate)
    - Block Credit being 10%: One-year course.

PVCC students also have the opportunity to undertake a VET course externally through various RTO and TAFE providers – including many of the NMVC group of schools in the Northern area.

Features of VET

An accredited vocational education and training program typically lasts for about 2 years, providing students with the opportunity to earn a nationally recognized Certificate while simultaneously completing their VCE Certificate. This program offers students the chance to acquire industry-specific skills and gain practical experience in a professional setting. Upon completion, students can either enter the workforce directly or use the credits earned to pursue further education.
Additionally, this vocational program can be considered as one of the subjects in the VCE curriculum, contributing either as a 10% block credit or as one of the top four subjects if opting for a Scored VCE VET.

PVCC is a member of the Northern Melbourne VET Cluster

- The Northern VET cluster offers access to a number of VET Courses in various secondary schools in the Northern region.
- VET Studies attract an additional cost over and above the normal college fees, which must be met by parents. These fees can be added to the College fees and paid in instalments over the year.
- Any government funding that the college receives for VET tuition costs will be rebated to parents.
- Transportation to and from VET classes is the responsibility of the parents.
- Most VET studies occur on Wednesday afternoons, which precludes students from participating in Sport. Students choosing to enrol in VET courses that are not held on a Wednesday afternoon may risk clashes with their VCE Classes.
- Students wishing to consider incorporating a VET course within their VCE programme must consult with the Careers Coordinator to complete an Expression of Interest form – prior to enrolling in the Course.
- VET Course applications open in August. Limited places are available within each course.

Please see the NMVC Handbook for a comprehensive list of Certificate courses available through the VET Cluster 2024 NMVC Handbook Interactive
Additional Certificate Courses are also available with different VET providers. Interested students need to consult with the PVCC VET Coordinator prior to applying for these courses.

VCE VET CHRISTIAN MINISTRY AND THEOLOGY (GRAVITATE)

Introduction

Certificate III in Christian Ministry and Theology (10741NAT) delivered on behalf of Eastern College Australia (RTO 22065). You are entering into a really important time in your life: the people you hang out with, the ideas you take on are forming who you are becoming.
What does it look like to live a life on mission? Let's do this on purpose.

Why make Gravitate part of your VCE?

Bible: How to read the Bible, you are ready to dive in deep—to grapple with more complexity—to know Jesus more through the Scriptures.
Mission: Outreach training, you want to be challenged—to try some new things, even when it's scary—to be equipped for a life of mission.
Personal Growth: The road, you don't want to let your culture define who you are and what you are on about—but to take personal growth and transformation seriously.
This faith-impacting one year VET course is a unique opportunity for students in Year 11 or 12.

What's included in Gravitate classes?

Classes are interactive, practical and held in small groups. Join one of our Gravitate classes in a school. You'll receive:

- Weekly classes at your chosen location
- 2x weekend camps
- Study Bible
- Gravitate hoodie
- All your workbooks and course materials
- Complete Gravitate in person in one year!

Course outline

Units 3 and 4

Core

CMTMIN301	Apply theological knowledge to issues	70
CMTMIN302	Communicate theology in everyday language	70
CMTTHE301	Research Christian Scripture and Theology	70
CMTTHE302	Identify theological data	70
CMTTHE303	Present information on theological theme/issue	70
CMTTHE304	Apply new theological insight	70

Electives

BSBPEF201	Support personal wellbeing in workplace	50
BSBPEF302	Develop self-awareness	30
Nominal Hours		**500**

Assessment

Assessment is linked to the learning outcomes of each module and is designed to be competency based. Some competencies are assessed in the classroom, but others require workplace or simulated work-place assessment.

It can be recognised as a VET subject and can be used as a 5th or 6th subject under Block Credit Recognition

VCE VET MUSIC (PERFORMANCE)

Introduction

Certificate III in Music Performance (CUA30920) provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. With additional training and expertise, potential employment outcomes may include band member, songwriter, arranger, promoter, studio teacher and performer. The total number of units required for this qualification is 11, including three compulsory and five elective subjects from Units 1 and 2, and five compulsory subjects from Units 3 and 4. While the course focuses largely on the popular music industry, it is completely appropriate and relevant for students with a classical or jazz orientation and for those who plan to use their musical gifts for God's ministry.

Course outline

Units 1 and 2

Core

CUACMP311	Implement copyright arrangements	20
CUAIND313	Work effectively in the music industry	35
CUAIND314	Plan a career in the creative arts industry	35

Electives

CUAMCP311	Create Simple Musical Compositions	35
CUAMPF213	Perform simple repertoire in ensembles	50
CUASOU211	Develop Basic Audio Skills and Knowledge	40
Nominal Hours		**215**

Units 3 and 4

Core

CUAMPF311	Develop technical skills for musical performance	20
CUAMPF312	Prepare for musical performances	35
CUAMPF315	Develop and perform musical improvisation	35
CUAMPF412	Develop and apply stagecraft skills	70

Elective

CUAMPF416	Perform music as a Soloist	70
Or		
CUAMPF414	Perform music as a Group	70
Nominal Hours		**230**

Assessment

Assessment is linked to the learning outcomes of each module and is designed to be competency based. Some competencies are assessed in the classroom, but others require workplace or simulated work-place assessment.

This will receive a study score and provides credit towards the students ATAR.

Unit 3 and 4 assessment details

Unit 3 & 4 coursework	50%
External performance examination	50%