

2024 VCE COURSE SELECTION HANDBOOK



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Choosing a Senior Studies Pathway

This handbook contains general information about the Victorian Certificate of Education (VCE), Vocational Education Training (VET) and the Vocational Major/ Victorian Pathways Certificate (VCE-VM/VPC). It also contains subject/unit descriptions for the courses that may be offered at Noble Park Secondary College. Students intending to undertake a Year 11 or 12 course at the College, are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Senior Studies program.

In addition to the information in this handbook, you are strongly encouraged to check the following websites for further information:

<http://www.vcaa.vic.edu.au>

This site provides access to a wide range of information relating to VCE, VET and VCE-VM/VPC.

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

Information for VCE VM can be found at the following

<https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx>

Information for the Victorian Pathways Certificate (VPC) can be found at this link.

<http://www.vtac.edu.au>

This site provides access to information about applying for Tertiary Courses. It contains the VTAC library and Course link (search and track courses). Students can look at information regarding ATAR scores, scaling and applying for a tertiary course.

<https://www.gooduniversitiesguide.com.au/>

The Good Universities Guide will help you find courses at Australia's top universities, TAFEs and training colleges.

Whether you're looking to study a degree, enrol in an MBA program or searching for more vocational training, you'll be sure to find a course to suit you.

www.myfuture.edu.au

This website is aimed at helping young people find information about job seeking and skills needed to be successful in your career.

www.youthcentral.vic.gov.au

This is a government website designed to help students discover resources to assist them in community support

Choosing a Senior Studies Pathway

The following staff may be of assistance when planning your course for the senior studies. Please do not hesitate to contact any of the following staff for assistance. They can be contacted by calling the College on 9546 9066.

Role	Staff Name
Assistant Principal – Senior School	Helen Karagounis
Leading Teacher Years 10, 11 & 12	Suzanne Menezes
Coordinator Year 12	Mary Soumplis
Coordinator Year 11	Mark Ward
Coordinator Year 10	Emily Cotela
Careers/VET Coordinator	Rose Schiavello

Below is a list of Senior School subjects that we anticipate we may offer. Alongside each subject is a nominated Senior School Teacher who may be able to provide further information about the specific subject.

Many factors will influence if a subject runs, including numbers of students who select it, blocking and available staff.

Subject	Teacher
Accounting	Trevor Barry
Biology	Suzanne Menezes
Business Management	Angie Delfinis
Chemistry	Yil Hilmi
English as an Additional Language	Jim Nikolakopolous
English	Maria Theoharis
Food Studies*	Elizabeth Roshiah
Health & Human Development	Sean Dickson
Legal Studies	Mary Soumplis
LOTE – Japanese	Russell Turnbull
Mathematics	Carl Costoloe
Media*	Damian Mateljan
Physics*	Mark Ward
Psychology*	Emily Cotela
Visual Communication Design*	Annette Beattie
VCE-VM/VPC	Trevor Barry
VET Applied Fashion Design & Technology*	TBA
VET Laboratory Skills	Nic Pallett
VET Sport & Recreation	Shannon Keane
VET Visual Arts*	Annette Beattie

* These courses have a cost attached to them.

Note: These are subjects that we wish to offer, and it does not necessarily mean that they will run.

Choosing a Senior Studies Pathway

Choosing a career is often a difficult task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in the future. There are at least three basic stages of career planning.

The first is to know where you are starting from. This is called **getting to know yourself**. You can read this in the **'Where to now Guide'**. All Year 10 students will receive a copy of this resource.

The second stage is identifying the destination, not a specific occupation but a general occupational area. This involves two steps; **Which Career is right for you?** and **Relating Yourself to the Career**. You can read about these steps in **The Job Guide: Victoria**.

The third stage of career planning is to identify the pathways that can take you from where you are now to where you want to go. Use the Internet as a resource, and also log on to **myfuture.edu.au** website which has been set up to allow individuals to explore career options. Students should also refer to **"Where to Now" Guide to VCE, VCE-VM/VPC and Apprenticeships and Traineeships**.

For the purposes of career planning, your own path may start with the VCE or VCE-VM/VPC. From there it may proceed through TAFE or University courses, or it may lead through employment and vocational training such as an apprenticeship or traineeship.

The careful selection of the appropriate course, and the units selected within the course, will enhance the prospects of successfully completing the selected course. It is crucial to consider all aspects carefully before deciding on a program and also consider your individual skills.

In choosing your senior program it is important to keep your options open and follow your interests.

- **Choose subjects you are good at and will most likely succeed in.**
- **Choose subjects that you enjoy and are interested in.**
- **Check the prerequisites for University or TAFE courses of interest to you**

A prerequisite is a VCE unit or sequence of units that you must successfully complete in order to be eligible to apply for that particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you haven't successfully completed these units you will not be considered for entry into this course.

Many Arts and Design type courses do not have prerequisites but require you to have a folio so it is advisable to take a subject to help you develop one.

In some cases, the prerequisite may stipulate not only the subject but also the lowest Acceptable Study Score. For example, a medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. Regardless of how well you go in your other subjects if you do not get 30 or above in Chemistry the selection officers will not consider you for the course.

More information on VCE Prerequisites can be found in the VTAC web site- www.vtac.edu.au

Choosing a Senior Studies Pathway

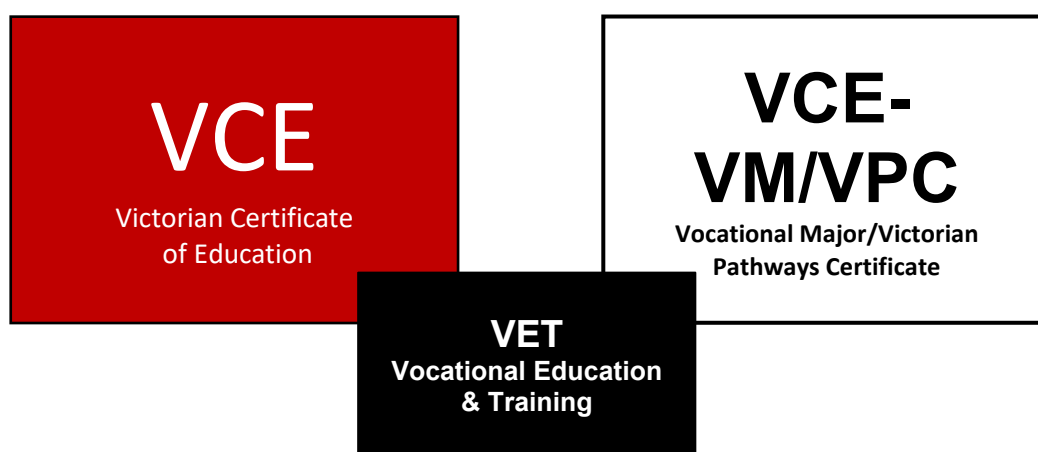
Noble Park Secondary College offers two Senior Certificate Courses:

- **Victorian Certificate of Education (VCE)**
- **Vocational Major/Victorian Pathways Certificate (VCE-VM/VPC)**

Within these two courses, students may undertake:

Vocational Educational and Training (VET) programs

To help students think about career pathways, subjects have been grouped in learning areas in this handbook. You may like to choose more than one subject in a field related to your career pathway to give a clear focus for the VCE for you. Nevertheless, remember the golden rule; choose subjects that you are interested in, that you are good at and that meet any prerequisites.



A summary of the range of VCE subjects is included in this book. Students should also carefully read the information regarding **VCE-VM/VPC** as an alternative Certificate Course. Students who choose VCE-VM/VPC are more likely to go to TAFE, complete an apprenticeship, or seek employment after completing school.

Students may include **Vocational Education and Training (VET) programs** within their VCE program. Most courses count for a full VCE sequence, that is, Units 1-4.

VET programs offer students practical experience in a specific vocational area, as well as gaining a nationally recognised certificate. Some VET subjects are scored and can be included in the primary four for calculation of the ATAR (for tertiary entrance). Scored VETs can contribute to the ATAR as 10% of the total primary four.

In the case of VCE-VM/VPC, all students undertake a VET program, which provides valuable on the job training whilst gaining a certificate recognised anywhere throughout Australia.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is awarded solely based on satisfactory completion of Units. A Unit is designed to be completed typically over one semester or two school terms. Most studies (subjects) have four Units: Units 1 and 2 are *usually* completed in Year 11 and can be taken as single Units. Units 3 and 4 are *usually* completed in Year 12 and must be taken together as a sequence. Units in most studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 *and* 2 or at least Unit 1 *or* 2 of the subject before attempting Units 3 and 4. Where it is essential that Units 1 and 2 be taken before attempting Units 3 and 4, this has been noted in the course descriptions.

Satisfactory Completion of the VCE

To **gain** a VCE, you must **satisfactorily** complete the following over two or more years:

- **At least 3 Units** of English. This requirement can be met by gaining an “S” for any 3 Units from English/EAL Units 1 and 2, English Units 3 and 4, EAL Units 3 and 4 and Literature Units 1, 2, 3 and 4. **[NB: To receive an ATAR score, you **must** satisfactorily complete Units 3 **and** 4 of English or EAL.]**
- **At least 16 Units in total.** This must include **at least 3 Units** of English and can include an unlimited number of Vocational Education and Training (VET) units
- At least **3 units of Units 3 and 4 studies** *other* than English.

There is no penalty for repeating a Unit 3/4 subject

Students undertaking a 5th or 6th Unit 3/4 subject will be advantaged, as these will be included as a 10% bonus to the student’s ATAR score for University and TAFE entrance selections.

VCE Assessment

Satisfactory Completion of a VCE Unit of study means that all **learning outcomes** of the Unit have been satisfactorily demonstrated.

Learning Outcomes for a Unit are the set of outcomes that are associated with that Unit. They incorporate the key areas of knowledge and skills that must be achieved in the Unit.

You will be awarded an “S” (**Satisfactory Completion**) for a Unit when you demonstrate a sufficient understanding of **all** the learning outcomes. If one or more learning outcome is “N” (**Not Satisfactory**) then the overall result for the Unit will be “N”.

Level of Performance:

(a) Units 3 and 4

In each study at Units 3 and 4 levels there are **three graded assessments**, at least one of which is an examination. These graded assessments will either be School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- SATs apply in the following studies: Art, Visual Communication & Design, Design & Technology, Systems & Technology, and Media.
- School-Assessed Coursework (SACs) consists of a number of smaller tasks completed mainly in class. These tasks may be tests, essays, practical work or extended analysis tasks over a number of periods.
- The three graded assessments are used to produce a **Study Score** out of 50 for each study.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

(b) Units 1 and 2

In Units 1 and 2 the Assessment Tasks are similar in nature to those in Units 3 and 4 of the corresponding subjects. The grades awarded in Units 1 and 2 are not reported to the VCAA but will be on the Noble Park Secondary College reports. At the end of the year, for Units 1 and 2 only the “S” or “N” is reported to VCAA.

Taking a Unit 3/4 Study in Year 11

It is possible for a Year 11 student to take a Unit 3/4 study, normally after completing Units 1 and 2 when in Year 10. Students join the Year 12 class in order to complete all the work set for that subject. On completion of the VCE, a student’s results from studies in 2021 are added to their results from Year 12 studies in 2022. In effect, they complete **6** studies over two years – instead of the usual **5** in one year.

The program for a Year 11 student taking a Unit 3/4 study would be English Units 1 and 2, **four** Unit 1/2 studies and one Unit 3/4 study. When the student is in Year 12, they would be expected to take **five** Unit 3/4 studies. Taking a Unit 3/4 study in Year 11 is only an option for students who have demonstrated strong academic ability across all their subjects, together with very good study and organisational skills. Students who apply to take a Unit 3/4 study will be assessed by the Year 11 Leading Teacher, Year 11 Coordinator and the relevant subject teacher as to their suitability to cope with demands of a Year 12 study.

The criteria used to assess the application will be that the student displays:

- A very high level of mastery in that particular subject area
- An ability to complete all work in all other subject areas on time and to a high standard so that the Unit 3/4 study does not adversely affect their performance in their other studies
- Social and emotional maturity that would enable the student to cope with the demands of the Unit 3/4 study

In considering this option, students should ask themselves the following questions:

1. ***Am I achieving ‘At Standard or Above’ in all my Year 10 subjects? Am I an independent worker?***
2. ***Am I always able to meet deadlines? Am I highly self-motivated?***
3. ***Am I highly organised in my study schedule? Am I able to cope under pressure?***

Issues to consider:

The transition from Year 10 into 11 can be difficult and stressful even for a very mature and capable student. The majority of students need to undergo the progressive nature of the VCE. Units 1 and 2 often form the natural stepping block to approach Units 3 and 4. The students gain the skills and learn to understand the jargon and expectations of Year 11 work and assessment to assist them in Year 12. There are a number of Year 12 subjects that **must** have a Year 11 background.

Increased workload is a major concern. Extra demands will be placed on these students, for example during test periods, and consequently their Year 11 studies may not receive the attention they deserve. Therefore, any bonus gained by doing the Year 12 subject is negated by poorer results.

Ironically, the very reason for doing the extra subject is to boost one’s marks, but the reverse may happen.

Extension Studies/University studies within the VCE

Extension studies are university subjects taken with the VCE. If you are a very high achiever and are looking for an additional challenge, they are a great way to extend your interest in a subject a step beyond the VCE. They are not VCE units and cannot be counted as a 3/4 sequence for satisfactory completion.

If you successfully complete an extension study, the results will be reported on your VCCA Statement of Results and may contribute to your ATAR as a sixth VCE study.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

LOTE at VCE

While the College offers Japanese language at VCE, students may choose to study languages through the Victorian School of Languages. VSL Language classes are conducted outside of school hours and are conducted externally. Noble Park Secondary College will remain your home school and all results achieved through the VSL will be included in your VCE.

If you speak, read and are fluent at writing in another language, it is highly recommended that a Language is undertaken.

If you are not already enrolled with the VSL or an equivalent language school, please contact the VSL on 9474 0500 for enrolment information.

The Australian Tertiary Admission Rank (ATAR) and Tertiary Entrance Requirements

The **ATAR** is used as a selection tool to assist Selection Officers in considering applicants for courses. The Victorian Tertiary Admissions Centre (VTAC) is the government authority that administers the tertiary selection process.

The ATAR is used by about half of the courses in the **VTAC Guide** to select their Year 12 students.

The ATAR is an overall percentile ranking, based on an aggregate that is the sum of:

- The student's VCE scaled study score in English/Literature/English as an Additional Language (EAL)
- The student's best three other scaled study scores
- 10% of the student's next two best study scores

VET and Enhancement Studies may count in the ATAR. Please refer to the VET programs section in this Handbook.

The **minimum tertiary entrance requirements** for all institutions is the satisfactory completion of both the VCE and Units 3 and 4 of English or Literature or EAL. English or Literature or EAL must be completed in sequence and in the same calendar year.

In addition, some courses have prerequisites in terms of studies and study scores. No more than two studies of Mathematics and no more than two LOTE studies can be counted in a student's best four studies.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

2 YEAR VCE PROGRAM = 20 UNITS

1ST YEAR (2022)

5 X UNITS 1 & 2
Total units = 10

2ND YEAR (2023)

5 X UNITS 3 & 4
Total units = 10

3 YEAR VCE PROGRAM = 24 UNITS

1ST YEAR (2022)

4 X UNITS 1 & 2
Total units = 8

2ND YEAR (2023)

2 X UNITS 1 & 2
2 X UNITS 3 & 4
Total units = 8

3RD YEAR (2024)

1 X UNITS 1 & 2
3 X UNITS 3 & 4
Total units = 8

VOCATIONAL MAJOR/VICTORIAN PATHWAYS CERTIFICATE (VCE-VM/VPC)

Contact: Mr Trevor Barry

VCE Vocational Major (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

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

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

VOCATIONAL MAJOR/VICTORIAN PATHWAYS CERTIFICATE (VCE-VM/VPC)

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major).

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.



VOCATIONAL EDUCATION TRAINING (VET)

Contact: Rose Schiavello – Careers/VET Coordinator and Tanya Notman – Careers Advisor

The VET program has been designed to offer students opportunities to gain hands on knowledge and experience in a chosen vocational field. It assists students to gain experience in their chosen vocational study which may provide both a practical and hands on focus in a range of industries.

Benefits of undertaking VET as part of the VCE or VCE-VM/VPC

NPSC offers our senior secondary students (yrs11-12, VCE or VCE-VM) selected VET programs from a range of industry areas approved by the Victorian Curriculum Assessment Authority (VCAA).

Successful completion of VET in a senior secondary program can provide students with:

- A VCE and or VCE-VM/VPC certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- Two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency completed in the VET qualification
- An enhanced ATAR (The Australian Tertiary Admission Rank) which can improve access to further education
- Pathways into employment, apprenticeships and/or further VET qualifications
- Workplace experience including structured work placement

If you are interested in applying for a VET Course please see Rose in the Careers Office.

Please note some of the VET courses are delivered off campus and requires students to travel.



VET Subjects

CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY

MST20616

Contact: TBA

Course Aims

Certificate II in Applied Fashion Design and Technology is a two-year qualification that provides participants with the knowledge and skills to achieve units of competency that will enhance their employment prospects in fashion or fashion related industries.

This qualification will enable participants to gain a recognised credential and make a more informed choice of vocation and career path as well as expose them to skills, such as design, sewing and pattern making.

Course Content

- Work in the TCF industry
- Identify design process for fashion designs
- Identify fibres, fabric and textiles used in the TCF industry
- Produce a simple garment
- Use steaming and pressing equipment in TFC production
- Prepare and produce a complex whole garment from specifications
- Work Safely
- Apply quality standards
- Participate in environmentally sustainable work practices
- Draw and interpret a basic sketch
- Design and produce a simple Garment
- Use a sewing machine for fashion

Future Pathways:

Fashion Designer, Interior Designer, Tailor, Dress Maker, Milliner, Costume Designer, Patternmaker.

Credit in VCE/VCE VM:

On completion students will be eligible for six units: four Units at 1&2 and a Units 3&4 sequence.

VPC:

Each completed 90-hour block of VET equals one VPC credit.

ATAR Contribution:

Students will be eligible for a 10% increment.

VET Subjects

CERTIFICATE III IN LABORATORY SKILLS

MSL30118

Contact: *Mr Nic Pallett*

Course Aims

This qualification is an entry level course for laboratory personnel in many industry sectors such as construction, material testing, environmental monitoring, food testing, pathology testing and mineral assaying.

Students contemplating engineering or science pathways like scientific research, biomedical science, chemical engineering or similar will also benefit from the practical skills gained in the qualification. This is a two-year course.

Course Content

- Participate in environmentally sustainable work practices
- Communicate with other people
- Plan and conduct laboratory/ field work
- Record and present data
- Maintain the laboratory fit for purpose
- Participate in laboratory/ field workplace safety
- Perform basic tests
- Receive and prepare samples for testing
- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Prepare working solutions
- Perform microscopic examination
- Prepare culture media

Future Pathways:

Support Staff to Scientists in Research, Education & Industry, Laboratory Assistant/ Manager, Laboratory Technician, Laboratory Attendant, Instrument Operator, Senior Technician.

Credit in VCE/VCE VM:

On completion students will be eligible for up to four units at Units 1&2 level, and a Units 3&4 sequence.

VPC:

Each completed 90-hour block of VET equals one VPC credit.

ATAR Contribution:

Scored assessment is available for this course.

VET Subjects

CERTIFICATE II/III IN SPORT & RECREATION

SIS20115&SIS30115

Contact Mr Shannon Keane

Course Aims

Certificate III in Sport and Recreation aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Course Content

- Participate in WHS hazard identification, risk assessment and risk control
- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Plan and conduct programs
- Provide quality service
- Respond to emergency situations

Future Pathways

This popular course may provide pathways into community recreation industry in sporting clubs, leisure centres, amusement parks, also adventure and theme facilities.

Credit in VCE/VCE VM:

Students who complete the program are eligible for up to three units at Unit 1&2 level and a Units 3&4 sequence.

VPC:

Each completed 90-hour block of VET equals one VPC credit.

ATAR Contribution:

Scored assessment is available for this course.

Please note: VCE-VM students can choose to do Sport & Recreation Cert II

VET Subjects

CERTIFICATE III IN VISUAL ARTS

CUA31120 Certificate III in Visual Arts

Qualification – 12 units of competency (4 core and 8 Electives)

Course Duration 2 years

Contact Ms Annette Beattie

Course Aims

Certificate III in Visual Arts aim to provide students with the skills and knowledge required to enhance their employment prospects in a visual arts environment or related industry. The focus is on painting, sculpture, digital photography, design and drawing.

Course Content

- Participate in OHS processes
- Develop drawing skills to communicate ideas
- Produce creative work
- Produce digital images
- Apply knowledge of history and theory to own work
- Document the work progress
- Produce drawings
- Produce paintings

Future Pathways

Creative Arts, Public Art, Any Art Administration Role, Visual Artist, Illustrator, Concept Artist, Set Painter, Art Therapist.

Credit in VCE/VCE VM:

Students who complete the program are eligible for up to five units at the Unit 1&2 level.

VPC:

Each completed 90-hour block of VET equals one VPC credit.

ATAR Contribution:

No contribution is available.



Noble Park

Secondary College

Subject Selection

Learning Area

English

VCE ENGLISH

Contact: Ms Maria Theoharis

What is English all about?

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Structure

The study is made up of four units. Each unit contains two areas of study.

Unit 1 Reading and exploring texts

On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Crafting texts

On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2 Reading and exploring texts

On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Exploring argument

On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3 Reading and responding to texts

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Creating texts

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 Reading and responding to texts

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Analysing argument

On completion of this unit, the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and / or audio visual), and develop and present a point of view text.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Learning Area

English as an Additional Language (EAL)

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Contact: *Mr Jim Nikolakopoulos*

What is English as an Additional Language all about?

VCE English as an Additional Language (EAL) focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for who English is an additional language.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1 In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

Unit 2 In this unit students develop their reading and viewing skills. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

Unit 3 In this unit students build on the knowledge and skills developed through Unit 1. They read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

Unit 4 In this unit, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue and provide a point of view in the form of an oral presentation.

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of achievement

Units 1 and 2

Assessment Tasks and End of Unit examinations.

Units 3 and 4

School assessed Coursework and end-of-year examination

Percentage contributions to the study score in VCE English/EAL are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Learning Area

English as an Additional Language (EAL)

Entry

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision.

For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

A student may be eligible for EAL status if they meet both of the following conditions:

1. (a) The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven (7) years (i.e. their date of arrival was on or after 1 January 2015 for students who are in a Units 3 and 4 program in 2022). Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the Date of Last Arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.

or

- (b) The student is an Aboriginal or Torres Strait Islander student whose first language is not English.

and

2. English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of their education. Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

Special circumstances

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status. These include:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia

The following are not grounds for a special application for EAL status:

- the language spoken in the student's home
- the standard of the student's spoken and written English
- the failure of the student's school to provide EAL assistance to the student

Students who have resided and studied in Singapore and India

VASS will disable VASS/VCE coordinators' ability to grant EAL Approval for students whose country of origin is Singapore and India, even though the student may have resided in Australia for less than seven (7) years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'.

Learning Area

Humanities

VCE ACCOUNTING

Contact: Mr Trevor Barry/Mr Russell Turnbull

What is Accounting all about?

VCE accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded, and reported using both manual and information and communications technology (ICT) methods.

Structure

The study is made up of four units.

Unit 1: Role of Accounting

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Learning Area

Humanities

Entry

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

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50 %

Learning Area

Humanities

VCE BUSINESS MANAGEMENT

Contact: Mrs Angie Delfinis

What is Business Management all about?

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Structure

The study is made up of four units.

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.

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.

Learning Area

Humanities

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.

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.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

School- assessed coursework and an end-of-year examination.

Percentage contributions to the study score in VCE BM are as follows:

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination: 50 %

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own.

Learning Area

Humanities

VCE LEGAL STUDIES

Contact: Mrs Mary Soumplis

What is Legal Studies all about?

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Structure

The study is made up of four units:

Unit 1

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

Unit 2

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Outcomes	Marks allocated	Assessment Tasks
Outcome 1 Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.	50	The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none">• a case study• structured questions• an essay• a report in written format• a report in multimedia format• a folio of exercises.
Outcome 2 Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.	50	
Total Marks	100	

Learning Area

Humanities

Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Contribution to final assessment School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score

Outcomes	Marks allocated	Assessment Tasks
Outcome 1 Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.	40	The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"> • a case study • structured questions • an essay • a report in written format • a report in multimedia format • a folio of exercises.
Outcome 2 Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.	60	
Total Marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Learning Area

Humanities

VCE LOTE (JAPANESE SECOND LANGUAGE)

Contact: *Mr Russell Turnbull*

What is Japanese Second Language all about?

This study enables students to:

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

Structure

Unit 1 In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from a set of prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills and focus on analysing cultural products or practices including visual, spoken or written texts.

Unit 2 Students develop an understanding of aspects of language and culture through the study. Each must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Units 3 and 4 These units continue to investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Entry

There are no VCAA prerequisites for entry to Units 1 and 2. Students must have successful completion of Unit 2 prior to undertaking Units 3 and 4

Learning Area

Humanities

Assessment

Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

Outcome 1: Give a talk to the class about the selected subtopic, asking and answering questions.

Outcome 2: Listen to a conversation and view a map to write directions

Outcome 3: Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint

Levels of Achievement

Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs.

Units 3 and 4

Students are required to sit 4 SACs (School-assessed coursework) and two end-of year examinations set by VCAA.

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 50%
- Examinations together will contribute 50 per cent to the study score. This is made up of a written exam (two hours) and an oral exam (15 minutes).

Learning Area Mathematics

VCE MATHEMATICS GENERAL OVERVIEW

Contact: Mr Carl Costolloe

What is mathematics all about?

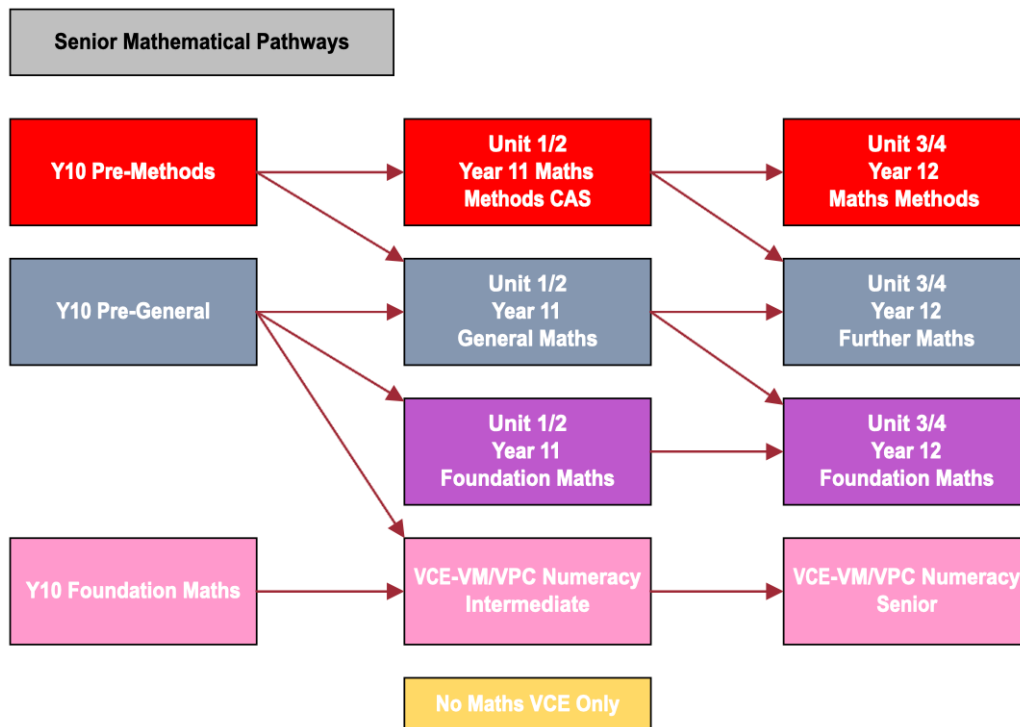
Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, and concise.

The VCE Mathematical courses are designed to promote students' awareness of the importance of mathematics in everyday life and to build confidence in making effective use of mathematical ideas, techniques, and processes.

Structure

The main strands of Maths at VCE level offered at the College

- General Mathematics Unit 1/2 → Further Mathematics Units 3/4
- Mathematical Methods CAS Unit 1/2 → Mathematical Methods CAS Units 3/4
- Specialist Maths Unit 1/2 → Specialist Maths Unit 3/4



Entry

The level of Mathematics undertaken in Year 10 affects the maths choices available in VCE. There are no VCAA prerequisites for entry into Units 1 and 2. However, entry into VCE Maths at Noble Park Secondary College is based on:

- Successful completion of Year 10 Maths pathway
- Satisfactorily completing a verification test
- Teacher recommendations

Learning Area

Mathematics

VCE FOUNDATION MATHEMATICS

Contact: *Mr Carl Costoloe*

What is Foundation Mathematics all about?

Foundation Mathematics Units 1 and 2 prepare students with mathematical knowledge, skills, and understanding to solve real-world problems in various contexts in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. They serve as a foundation for Units 3 and 4.

Foundation Mathematics Structure Units 1-4

Unit 1

Unit 1 of Foundation Mathematics focuses on providing students with mathematical knowledge, skills, and understanding to solve problems in real-life contexts. It serves as preparation for Units 3 and 4. Students consolidate their mathematical foundations, develop independent and collaborative skills, and enhance communication abilities. The areas of study include algebra, data analysis, discrete mathematics, and space and measurement. Students are expected to apply techniques involving arithmetic, sets, data displays, diagrams, geometry, algorithms, equations, and graphs. They should have proficiency in mental and manual computation, estimation, and the use of technology. Specific topics covered include numbers, ratios, percentages, data analysis, financial mathematics, and metric measurements.

Unit 2

Unit 2 focuses on applying mathematics to solve practical problems in various contexts. The areas of study include algebra, data analysis, discrete mathematics, and space and measurement. Students are expected to apply techniques involving arithmetic, sets, data displays, diagrams, geometric objects, algorithms, equations, and graphs. They should have proficiency in mental and manual computation and estimation. The use of technology is integrated throughout the unit. Area of Study 1 covers generalizations, patterns, formulas, manipulation of symbolic expressions, and estimation. Area of Study 2 focuses on data analysis, including creating charts and tables, measures of central tendency, and interpretation of data sets. Area of Study 3 explores financial and consumer mathematics, covering financial management and analysis of financial and economic data. Area of Study 4 encompasses shape, location, maps, and itineraries in various contexts.

Units 3 & 4

Foundation Mathematics Units 3 and 4 are designed to equip students with the necessary mathematical knowledge, skills, and understanding to solve real-world problems in various contexts, such as the workplace, personal life, further learning, community, and global settings. The units cover four areas of study: Algebra, number and structure; Data analysis, probability, and statistics; Discrete mathematics; and Space and measurement. Each unit focuses on two of these areas. The assumed knowledge and skills for these units are covered in Foundation Mathematics Units 1 and 2 and will be drawn upon as necessary.

Learning Area

Mathematics

Throughout Units 3 and 4, students are expected to apply various techniques and processes involving arithmetic, sets, data displays, diagrams, algebra, measures, equations, and graphs. They should also be proficient in estimation and computation using both mental and manual approaches. The use of technology, including numerical, graphical, geometric, symbolic, and statistical tools is incorporated throughout the units.

Entry

Students should have successfully completed Units 1 and 2 prior to undertaking Units 3 and 4

Assessment

Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

Outcome 1 - Students should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2 - Students should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling, or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3 - Students should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Levels of Achievement

Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-assessed coursework or SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator. Students must complete an End of Unit Examination set by the College.

Units 3 & 4

Foundation Mathematics

- Unit 3 School-assessed Coursework: 40 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 Examination: 40 per cent.

Learning Area

Mathematics

VCE GENERAL MATHEMATICS

Contact: *Mr Carl Costolloe*

What is General Mathematics all about?

General mathematics provides students with the opportunity to continue developing mathematical skills, across topics designed to be widely accessible that will be useful for further study and independent life beyond schooling in general employment, business or further study and covers data analysis, recursion and financial modelling, networks and matrices.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. Students who successfully complete General Mathematics Unit 1 and Unit 2 may choose to continue into General Mathematics for Unit 3 and Unit 4, be credited for their VCE-VM/VPC Numeracy competencies.

General Mathematics Structure Units 1-4

Unit 1

Unit 1 of General Mathematics covers data analysis, probability and statistics, algebra, functions, relations and graphs, and discrete mathematics. Students apply techniques involving arithmetic, sets, matrices, diagrams, algebraic manipulation, recurrence relations, equations, and graphs. Topics include data distributions, sequences, linear functions, matrix operations, and practical modelling. Technology and real-life contexts are emphasized. Area of Study 1 focuses on investigating data distributions. Area of Study 2 covers arithmetic and geometric sequences, financial mathematics, and ratios. Area of Study 3 explores linear functions and graphs. Area of Study 4 deals with matrices and their applications. The outcomes involve problem-solving, analysing mathematical applications, and using computational thinking and technology.

Unit 2

Unit 2 of General Mathematics covers areas of study including data analysis, probability and statistics, discrete mathematics, functions, relations and graphs, and space and measurement. Students apply techniques involving arithmetic, sets, matrices, diagrams, networks, algebraic manipulation, equations, and graphs. Topics include investigating relationships between numerical variables, using graphs and networks to solve problems, variation in functions and data, and space and measurement concepts such as similarity, trigonometry, and practical applications. Technology and computational thinking are integrated throughout the unit. The outcomes of the unit involve defining key concepts, applying mathematical routines and procedures, solving non-routine problems, analysing and discussing mathematical applications, and utilizing computational thinking and technology functionalities for investigative, modelling, and problem-solving techniques.

Units 3 & 4

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

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

Learning Area

Mathematics

In undertaking these units, students are expected to be able to apply learnings from units 1 and 2 including techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Entry

Students should have successfully completed Units 1 and 2 prior to undertaking Units 3 and 4

Assessment

Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

Outcome 1 – define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2 – to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3 apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Levels of Achievement

Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-assessed coursework or SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator. Students must complete an End of Unit Examination set by the College

Units 3 and 4

Students are required to sit 4 SACs (School-assessed coursework) and two end-of year examinations set by VCAA.

Students are required to meet the minimum standards for each Outcome as assessed through school-assessed coursework or SACs. In order to satisfy Outcome 3, students are expected to have their own CAS calculator. A bound resource reference and use of CAS/scientific calculator is allowed in both Exams.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 40%
- Examination One – Multiple Choice 30%
- Examination Two – Short and Extended Response 30%

Learning Area

Mathematics

VCE MATHEMATICAL METHODS (CAS)

Contact: *Mr Carl Costolloe*

What is Maths Methods all about?

This study of Maths Methods provides students with more theoretical challenges with a focus on Algebra, Graphing, Measurement and Probability. Students are expected to be able to solve problems with and without the use of technology (CAS calculator).

Students will have the opportunity to continue developing mathematical skills that will be useful for further study at VET or Tertiary levels.

Maths Methods may be studied at the same time as General/Further Maths or Specialist Maths although the College does not recommend studying all three Maths strands at the same time.

Students who successfully complete Unit 1 and Unit 2 may choose to continue into Maths Methods Unit 3 and Unit 4, transfer into Further Maths (not recommended without studying Unit 2 of General Maths) or cease their mathematical studies.

Structure

The study is made up of four units and covers the following topics:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Unit 1

This unit begins with Linear functions (equations and graphs), Quadratic Functions (factorisation, completing the square, graphing, turning points), Simultaneous Equations (algebraic and graphical methods), Advanced Functions and their graphs (cubic, hyperbola, truncus, hybrid, square root, inverse) and transformation of these functions; Discrete Probability (Tables, Venn diagrams, Karnaugh Maps and Tree Diagrams, Conditional). This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Unit 2

This unit extends students into Trigonometric Functions and their Graphs (Trig ratios, exact values, radian measures), Advanced Functions and their graphs (logs and exponentials); Calculus (gradients, rates of change, max/min); Applications of Probability (Combinations, Permutations)

Units 3 and 4

Mathematical Methods Units 3 and 4 extend the studies in unit 1 and 2 to include combinations of functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Unit 3 includes the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

Unit 4 consists of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study.

Learning Area

Mathematics

Entry

Students must have successful completion of both Unit 1 and Unit 2 prior to undertaking Units 3/4 Maths Methods.

Assessment

Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

Outcome 1 – define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2 - apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Outcome 3 – select and use technology to develop mathematical ideas, produce results and carry out analysis.

Levels of Achievement

Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator.

Students must complete an End of Unit Examination set by the College.

Units 3 and 4

Students are required to sit 3 SACs (School-assessed coursework) and two end-of year examinations set by VCAA. Students are required to meet the minimum standards (40% or equivalent) for each Outcome as assessed through school-based SACs. In order to satisfy Outcome 3, students are expected to have their own CAS calculator.

A bound resource reference and use of CAS/scientific calculator is only allowed in some SACs and Exam 2.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 40%
- Examination One – Short Answer, technology, and resource free 20%
- Examination Two – Multiple Choice and Extended Response, tech-enabled 40%

Learning Area

Physical Education/Health

VCE HEALTH AND HUMAN DEVELOPMENT

Contact: Mr. Sean Dickson

What is PE-Health all about?

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian, and global communities.

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, within group and community settings as well as at national and international levels to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Structure

The study is made up of four units.

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: Understanding Health and Wellbeing

On completion of this unit the student should be able to:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

On completion of this unit the student should be able to:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Unit 3: Australia's health in a globalized world

On completion of this unit the student should be able to:

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

On completion of this unit the student should be able to:

- analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Learning Area

Physical Education/Health

Entry

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

Assessment

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

School- assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination: 50 %

Learning Area

Science

VCE BIOLOGY

Contact: Miss Suzanne Menezes

What is Biology all about?

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

Structure

The study is made up of four units:

Unit 1: How do organisms regulate their functions?

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

Unit 2: How does inheritance impact on diversity?

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

Unit 3: How do cells maintain life?

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

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

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

Learning Area

Science

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

School-based assessment consisting of coursework, assessment tasks and an exam.

Units 3 and 4

School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 %
- Unit 4 school-assessed coursework: 30 %
- End-of-year: 50 %

Learning Area

Science

VCE CHEMISTRY

Contact: Mr Yil Hilmi

What is Chemistry all about?

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry, a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Structure

The study is made up of four units.

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

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

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

Unit 2: How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of gas, volumetric analysis, and the use of a calibration curve.

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

This unit explores the global demand for energy and materials. Students study chemical production of materials with reference to efficiencies, renewability and minimisation of their impact on the environment. Students compare energy sources, both new and emerging and use stoichiometry to calculate amounts of reactants and products.

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

This unit examines the chemistry of the carbon atom, organic compounds that not only constitute living tissues but are also found in fuels, medicines and many of the materials we use in everyday life. Students study the ways in which organic structures are represented and named. They process data from instrumental analysis of these molecules to deduce organic structures and perform volumetric analysis to determine the concentration of organic chemicals.

Learning Area

Science

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Levels of Achievement

Unit 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 16 %
- Unit 4 school-assessed coursework: 24 %
- End of year examination: 60%

Learning Area Science

VCE PHYSICS

Contact: Mr Mark Ward

What is Physics all about?

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience, and sports science.

Structure

The study is made up of four units:

Unit 1: How is energy useful to our society?

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

Unit 2: How does physics help us understand the world?

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

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

In Area of Study 3, the investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Learning Area

Science

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.

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Levels of Achievement

Unit 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Unit 3 and 4

School- assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 30 %
- Unit 4 school-assessed coursework: 20 %
- End-of-year examination: 50 %

Subject Cost

Year 12 Physics (Excursion, required for Physics) - \$30

Learning Area

Science

VCE PSYCHOLOGY

Contact: Miss Emily Cotela

What is Psychology all about?

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Learning Area

Science

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Learning Area

Science

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. It is strongly recommended that students wishing to undertake Units 3 and 4 should have satisfactorily completed Unit 2.

Levels of Achievement

Unit 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

School- assessed coursework and two end-of-year examination.

- Unit 3 school-assessed coursework: 20%
- Unit 4 school-assessed coursework: 30%
- Unit 3 and 4 end-of-year examination: 50%

Subject Cost

Year 12 Psychology (Sleep Incursion, requirement for Psychology)- \$16

Learning Area Technology

VCE APPLIED COMPUTING

Units 1&2

Contact: Mr Carl Costolloe

What is Applied Computing all about?

Students will learn to access and manipulate authentic data using software tools. They will create clear and relevant visualizations to present key aspects of the data, such as graphs, charts, maps, and network diagrams.

The programming component focuses on developing working software modules using an object-oriented programming language. Students will interpret requirements, design modules, and apply programming techniques. Students will also investigate wireless networks, their components, and security risks. They design a wireless network and illustrate its components and data transmission using software tools.

Structure

The study is made up of two units with four areas of study.

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 to present their findings as data visualisations. They present work that includes database, spreadsheet, and data visualisation software.

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.

Please see the next page for information regarding Unit 2 for Applied Computing.

Learning Area Technology

Unit 2: Applied computing

In this unit, students develop innovative solutions to identified needs or opportunities and propose strategies to reduce data security risks in a networked environment.

In *Area of Study 1*, students collaborate and choose a topic of interest to create an innovative solution, which can be presented as a proof of concept, prototype, or product. They engage in the entire problem-solving process.

In *Area of Study 2*, students explore networks and investigate threats, vulnerabilities, and risks to data and information. They also suggest strategies for protecting network-accessed data.

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

Entry

There are no prerequisites for entry to Units 1, 2. It is recommended that students have an interest in learning a programming language.

Levels of Achievement

Unit 1 and 2

School based assessment consisting of project-based coursework, assessment tasks and an exam.

Learning Area Technology

VCE FOOD STUDIES

Contact: Mrs Elizabeth Roshiah

What is Food Studies all about?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. 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 economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Structure

The study is made up of four units.

Unit 1: Food origins	Unit 3: Food in daily life
Unit 2: Food makers	Unit 4: Food issues, challenges, and futures

Unit 1: Food origins

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

Area of Study 1: Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

Area of Study 2: Students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia.

Area of Study 1 focuses on commercial food production industries,

Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Learning Area

Technology

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food.

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, Challenges, and Futures

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

Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges, and futures in Australia.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Assessment

Percentage contributions to the study score in VCE Food Studies are as follows:

Unit 3 School-assessed Coursework: 30 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-of-year examination: 40 per cent.

Subject Cost

Year 11 Food Studies (Food ingredients) - \$150

Year 12 Food Studies (Food ingredients) - \$150

Learning Area

The Arts

VCE MEDIA

ME011/ME012 Units 1/2 and ME033/ME034 Units 3/4

Contact: Mr Damian Mateljan

What is Media about?

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Structure

The study is made up of four units:

Unit 1

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Learning Area

The Arts

Unit 3

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

School- assessed coursework and an end-of-year examination.

- Unit 3 School-assessed coursework: 10%
- Unit 4 School-assessed coursework: 10%
- School assessed task: 40%
- End-of-year written examination: 40%

Subject Cost

Year 11 Media - \$40

Year 12 Media - \$40

Learning Area

The Arts

VCE VISUAL COMMUNICATION DESIGN

(VC011) Units 1 and 2 (VC033) Units 3 and 4

Contact: Ms Annette Beattie

What is Visual Communication Design all about?

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. Students follow the design process in establishing a brief, generating design ideas and refining these and present visual communications that reflect the communication needs of the brief.

Structure

The study is made up of four units:

Unit 1: Introduction to Visual Communication

Outcome 1

Create drawings for different purposes using a range of drawing methods, media and materials

Outcome 2

Select and apply design elements and principles to create visual communications that satisfy stated purposes.

Outcome 3

Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors

Unit 2: Applications of visual communication within design fields

Outcome 1

Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Outcome 2

Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Outcome 3

Apply stages of the design process to create a visual communication appropriate to a given brief.

Learning Area

The Arts

Unit 3: Visual communication design practices

Outcome 1

Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Outcome 2

Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Outcome 3

Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

Outcome 1

Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Entry

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

Levels of Achievement

Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

Units 3 and 4

- Unit 3 School-assessed Coursework: 25
- School-assessed Task: 40
- End-of-year examination: 35

Proposed Subject Cost

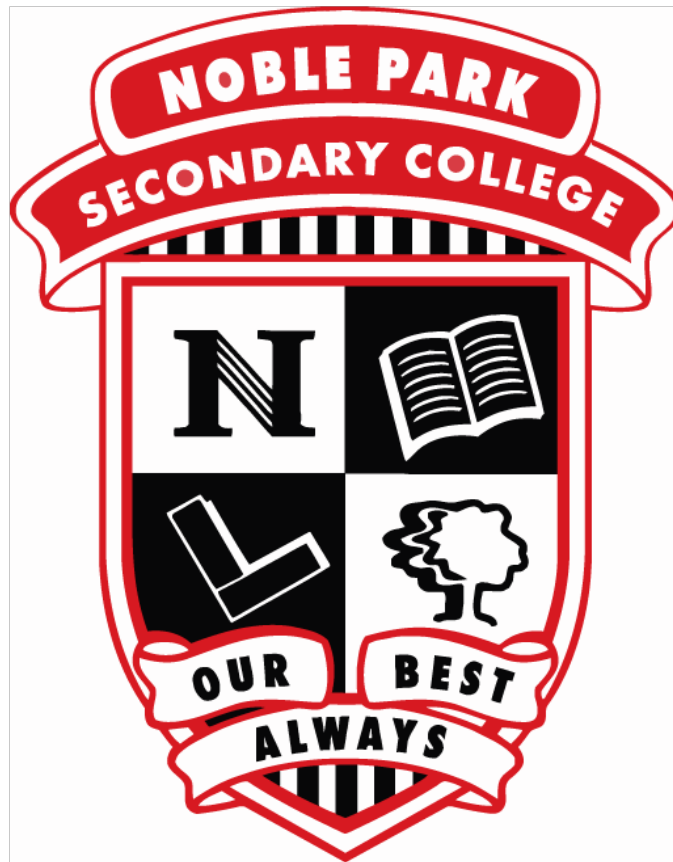
Units 1 & 2 - \$75

Units 3 & 4 - \$75

Subject Cost

Year 11 Visual Communication Design (Required software license) - \$75

Year 11 Visual Communication Design (Required software license) - \$75



‘Our Best Always’



Noble Park Secondary College

3 Callaghan Street,

Noble Park, Victoria, 3174

+61 3 9546 9066

noble.park.sc@education.vic.gov.au

www.nobleparksc.vic.edu.au

CRICOS: 00861K