



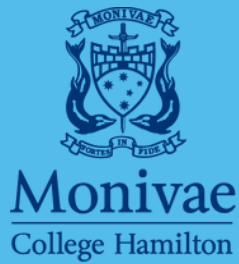
Monivae
College Hamilton

VCE / VM

SUBJECT GUIDE

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Vision

Monivae College is a Catholic secondary co-educational day and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and spirituality of the Missionaries of the Sacred Heart students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement and faith.

Mission

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion. Ours is a proactive and future focused educational environment which embraces and engages with the world.

“Mind, Spirit, Heart”

The Monivae Graduate

The graduate of Monivae is a life long learner who is a competent, confident and compassionate citizen with spiritual awareness and the ability to lead.

Monivae College is a Catholic independent co-educational day and boarding school conducted by the Missionaries of the Sacred Heart.

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KEY CONTACTS - SENIOR SCHOOL, 2025

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SUBJECT SELECTIONS POLICY

Rationale

Student selection of subjects is an important process and students should only select those subjects that they are adequately equipped to deal with.

Aims

1. To define the preferred prerequisites necessary for a student to select various subjects.
2. To outline a process for appeal if students are unable to gain teacher recommendation for a particular subject. At the appeal students can demonstrate their ability to adequately deal with a subject, despite not meeting the prerequisites.
3. To establish a process that supports students in selecting their future pathway and acknowledges the demands of academic and vocational coursework.
4. To ensure that subject selection is earned and supports students to strive for academic excellence.

Guidelines

1. The student's ability to undertake subjects will be based on their performance in various subjects in the year of their selection.
2. Student subject selections will be scrutinized by the relevant Year Level Coordinator to ensure that the subject selection policy is being adhered to.
3. EAL students can apply to the Year Level Coordinator for special consideration if they do not meet the minimum prerequisite grades for their subject selections.
4. Students should note that prerequisites may change from year to year and they should ensure that they are working to the current version of the relevant handbook.

Appeal Process

If a student and/or their family wish to appeal they will notify the relevant Year Level Coordinator and outline their reasons to support the application by completing an Inappropriate Course Selection Form. An interview will be held to discuss the Appeal. At this meeting, the student and/or parent/guardian will need to demonstrate their ability to adequately deal with a subject, despite not meeting the recommended prerequisite or level of achievement.

The appeal will be heard by a committee which may comprise the relevant Faculty Leader, the teacher of the prerequisite subject(s) Year Level Coordinator and/or the Director of Learning and Teaching.

The decision to uphold the appeal or not will be made by the Director of Learning and Teaching.

YEAR 11 AT MONIVAE

Year 11 at Monivae College serves as an important foundation for students pursuing either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VM) qualifications. Monivae offers a wide range of courses designed to help students explore their career paths, achieve their personal and educational goals, and prepare for life beyond secondary school.

Building upon the skills acquired in Year 10, Year 11 students begin to apply their knowledge in their chosen subjects. The emphasis in Year 11 is on focus and dedication, with students encouraged to work diligently and make the most of the tools provided to navigate the increasingly challenging academic environment. Whether their goals involve university, technical or further education, or direct entry into the workforce, students are supported in their endeavors.

The VCE program at Monivae College allows students to study a variety of subject areas, while VM students can expect a balance of external work experience in their chosen trade and in-school study. VCE VM students will undertake a range of work-related subjects, as well as literacy and numeracy courses. Regardless of the chosen pathway, every student at Monivae College is encouraged to develop into a confident, life-long learner who is well-prepared for the challenges and opportunities that await them after graduation.

In addition to the core VCE and VM curricula, Year 11 at Monivae offers several unique opportunities:

- **The Presentation Ball:** Students can showcase the results of their hard work and practice by participating in a formal dance at the end of Term One, celebrating their achievements and camaraderie.
- **Leadership Opportunities:** Year 11 students are encouraged to consider leadership roles and to engage in activities that may lead to further leadership opportunities in Year 12.
- **Study Skills and Wellbeing:** All students participate in a positive education program during Pastoral Care sessions. In Year 11, there is a focus on developing study skills, including examination techniques, to help students excel academically.
- **Athletic and Academic Events:** Students have access to a wide range of extra-curricular activities, allowing them to pursue their interests and develop new skills outside the classroom.

Mrs Sofia Vearing
Senior School Coordinator



YEAR 12 AT MONIVAE

Year 12 marks an important milestone for students as they complete their VCE or VCE VM qualifications and prepare for their post-secondary journey. The pathways program aims to equip students with the necessary knowledge and skills to make informed decisions about their future, whether it be pursuing tertiary education or exploring various employment opportunities.

To excel in their studies, Year 12 students must develop into independent learners. It is essential for students to meet all deadlines and foster close working relationships with their teachers to ensure support and guidance throughout the year.

VCE students in Year 12 are required to complete English along with additional Unit 3-4 sequences. Meanwhile, VCE VM students have the flexibility to complement their compulsory VM subjects by choosing to undertake a VCE subject, VET study, or School Based Apprenticeship. This allows VCE VM students to tailor their education to their individual interests and career aspirations.

As well as the VCE and VM curricula, Year 12 at Monivae offers:

- **HeadStart Program:** A two-week program of Unit 2 classes conducted at the end of Year 11, providing students with a strong foundation for their Year 12 studies and ensuring a smooth transition into their final year.
- **Year 12 Retreat:** Prior to the commencement of the academic year, all students participate in a unique, reflective, and spiritual retreat program, fostering personal growth and strengthening personal relationships among peers.
- **Leadership Opportunities:** While formal college leaders are appointed annually, Monivae places a strong emphasis on all Year 12 students demonstrating responsible, respectful, and proactive leadership through the school community.
- **Wellbeing Support:** Each student is supported in their academic and personal journey by the Year Level Coordinator, Assistant Year Level Coordinator, and the Wellbeing Hub team, ensuring a nurturing and supportive environment.
- **Extra-Curricular Activities:** Students have access to a wide range of extra-curricular activities, including Cadets and sports, allowing them to explore their interests and develop new skills outside of the classroom.
- **Yr 12 Graduation Mass & Dinner:** A memorable and celebratory event marking the culmination of each student's secondary education at Monivae College, recognising their achievements and growth throughout their journey.
- **Careers Advice:** Students benefit from ongoing access to the Careers Coordinator, who provides valuable information and guidance on a wide range of post-secondary pathways, including tertiary education, gap year opportunities, apprenticeships, and employment opportunities.

Mrs Sofia Vearing
Senior School Coordinator



CHOOSING YOUR PATHWAY

Monivae College has a wide range of resources available in place to help you and your family make appropriate and informed choices about Year 11 and Year 12 options, program and subject choices for your final years in secondary school.

How do I obtain a secondary school certificate?

Monivae College offers the Victorian Certificate of Education (VCE) which satisfies the requirements of the Victorian Curriculum and Assessment Authority (VCAA) to complete your secondary education. Students can choose between:

- **Victorian Certificate of Education (VCE)**
- **VCE Vocational Major**

What resources are available to help me make my choice?

There are a range of resources available to help you make appropriate and informed choices for your future, including:

- Senior School Coordinator, Mrs Sofia Vearing.
- Assistant Senior School Coordinator, Mr Dale Minney
- Careers Coordinator, Mr Michael Harms
- Director of Learning and Teaching, Mr Benjamin White

THINGS TO CONSIDER WHEN CHOOSING YOUR PATHWAY

Will this lead to my preferred career? The subjects and pathways that you choose should be appropriate for the career that you are considering.	Do my plans keep my career & study options open? Consider choosing a range of subjects to keep your future career & study options open.
What subjects do I need to get into my preferred tertiary studies? Many universities and TAFEs have prerequisite VCE subjects. These are compulsory for admittance into these courses.	Am I interested in this subject / pathway? It is important that you select subjects that interest you. A poor choice can make it difficult for you to maintain work ethic and requirements.

ABOUT VCE

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete at least 16 units or VCE or VET subjects.

The VCE provides diverse pathways to further study or training at university or TAFE and to employment. The results of the VCE form the basis for selection into the vast majority of tertiary courses.

The Victorian Certificate of Education (VCE) is usually a two-year course of study. All studies are organised into semester units. Units 1 & 2 are usually undertaken in Year 11 and Units 3 & 4 are usually undertaken in Year 12.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the College, in accordance with Victorian Curriculum and Assessment Authority (VCAA).

ABOUT VCE VM

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM develops 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. Students will be equipped with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and be empowered to make informed decisions about the next stages of their lives through real life workplace experiences.

ABOUT VET

Students may include Vocational Education and Training (VET) in their VCE and VM programs.

Students can do national recognised training through a VCAA-approved VCE VET program as an apprenticeship or traineeship or any other VET qualification, and receive credit towards their VCE or VM.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

While the VCE provides students with a range of subject opportunities appropriate to their chosen pathway, there is still a strong focus on literacy and numeracy skills. **English** is a compulsory subject in the VCE. Students are required to select **six** subjects (including English).

WHAT HAPPENS TO A SUBJECT IF ONLY A FEW STUDENTS SELECT IT?

It is important to note that subjects will only run if the minimum number of students required for it to run have selected it. This usually happens early in the subject selection process, where subjects that have little selected interest will be discontinued for that cohort.

As a result, it is paramount that students and families read all the subject descriptions carefully, as they may be required in some cases to choose from backup subjects.

WHAT IS ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank, not a mark. A number between 0.00 and 99.95, ATAR indicates a student's position relative to all their students in their age group - in other words, your percentile position out of all students who started Year 7 with you. So an ATAR of 70 doesn't mean you got 70 percent - it means that you're in the top 30 percent of your year group.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank. It is based on overall VCE results and is designed to be a predictor of your first-year performance at university. Some universities also use other criteria when selecting students (e.g a personal statement, a questionnaire, a portfolio of work, an audition, an interview, or a test.)

Accounting

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

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

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework : 25 percent
- Unit 4 school assessed coursework : 25 percent
- End of Year examination: 50 percent

Further Information

- [VCE Accounting Study Design \(2025-2029\)](#)

Agricultural and Horticultural Studies

Rationale

Primary industries are an essential part of Australia's economy, society and culture. As Australia faces a rising population and increasing urgency to conserve resources and mitigate the effects of climate change, the productivity and sustainability of its agricultural and horticultural sectors are critical to its future.

Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities.

<p>Unit 1: Change and Opportunity</p> <p>In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge.</p>	<p>Unit 2: Growing Plants and Animals</p> <p>In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.</p>
<p>Unit 3: Securing the Future</p> <p>In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change.</p>	<p>Unit 4: Sustainable Food and Fibre Production</p> <p>In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. In particular, students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers.</p>

Entry

- No prerequisites for entry into Unit 1, 2, and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 30 percent
- Unit 4 school assessed coursework: 30 percent
- End-of-year examination: 40 percent

Further Information

- [VCE Agricultural and Horticultural Studies Study Design \(2020-2025\)](#)

Art - Creative Practice

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

<p>Unit 1: Interpreting Artworks and Exploring the Creative Practice</p> <p>In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.</p> <p>They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.</p>	<p>Unit 2: Interpreting Artworks and Developing the Creative Practice</p> <p>In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks</p> <p>Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.</p>
<p>Unit 3: Investigation, Ideas, Artworks, and the Creative Practice</p> <p>In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.</p>	<p>Unit 4: Interpreting, Resolving and Presenting Artworks, and the Creative Practice</p> <p>In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study.</p>

Entry

- There are no prerequisites for entry to Units 1, 2, and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4.

Assessment and Reporting

Unit 1 and 2

- School assessed Task
- 'S' and 'N' result with graded achievement.

Unit 3 and 4

- Units 3 and 4 school assessed Task: 60 percent.
- Unit 4 school assessed coursework: 10 percent
- End-of-year examination: 30 percent.

Further Information

- [VCE Art - Creative Practice Study Design \(2023-2027\)](#)

Biology

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

<p>Unit 1: How do organisms regulate their functions? In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.</p>	<p>Unit 2: How does inheritance impact on diversity? In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.</p>
<p>Unit 3: How do cells maintain life? In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.</p>	<p>Unit 4: How does life change and respond to challenges? In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE Biology Study Design \(2022-2026\)](#)

Business Management

Rationale

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

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

<p>Unit 1: Planning a Business</p> <p>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.</p>	<p>Unit 2: Establishing a Business</p> <p>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.</p>
<p>Unit 3: Managing a Business</p> <p>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.</p>	<p>Unit 4: Transforming a Business</p> <p>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.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 25 percent
- Unit 4 school assessed coursework: 25 percent
- End of year Examination: 50 per cent

Further Information

- [VCE Business Management Study Design \(2023-2027\)](#)

Chemistry

Rationale

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

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

<p>Unit 1: How can the diversity of materials be explained?</p> <p>The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.</p>	<p>Unit 2: How do chemical reactions shape the natural world?</p> <p>Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.</p> <p>Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.</p>
<p>Unit 3: How can chemical design and innovation help to optimise chemical processes?</p> <p>The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.</p> <p>Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.</p>	<p>Unit 4: How are carbon-based compounds designed for purpose?</p> <p>Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE Chemistry Study Design \(2023-2027\)](#)

English

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

<p>Unit 1: Reading and Exploring Texts</p> <p>In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.</p>	<p>Unit 2: Reading and Exploring Texts</p> <p>In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.</p>
<p>Unit 3: Reading and Responding to Texts</p> <p>In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.</p>	<p>Unit 4: Reading and Responding to Texts</p> <p>In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' or 'N' achievement with graded results.

Units 3 and 4

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

Further Information

- [VCE English Study Design \(2023-2027\)](#)

Environmental Science

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

<p>Unit 1: How are Earth's dynamic systems interconnected to support life?</p> <p>Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.</p> <p>In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.</p>	<p>Unit 2: What affects Earth's capacity to sustain life?</p> <p>A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.</p>
<p>Unit 3: How can biodiversity and development be sustained?</p> <p>In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.</p>	<p>Unit 4: How can climate change and the impacts of human energy use be managed?</p> <p>In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.</p>

Entry

- There are no prerequisites for entry into Units 1 and 2.
- Students must undertake Units 3 and 4 as a sequence.

Assessment and Reporting*Units 1 and 2*

- 'S' or 'N' achievement with graded results.

Units 3 and 4

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

Further Information

- [VCE Environmental Science Study Design \(2022-2026\)](#)

Food Studies

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

<p>Unit 1: Food Origins</p> <p>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. In 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.</p>	<p>Unit 2: Food Makers</p> <p>In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while 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.</p>
<p>Unit 3: Food in Daily Life</p> <p>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.</p>	<p>Unit 4: Food Issues, Challenges, and Futures</p> <p>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.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 30 percent
- Unit 4 school assessed coursework: 30 percent
- End-of-year examination: 40 percent.

Further Information

- [VCE Food Studies Study Design \(2023-2027\)](#)

Health and Human Development

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

<p>Unit 1: Understanding Health and Wellbeing</p> <p>In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization’s (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.</p>	<p>Unit 2: Managing Health and Development</p> <p>In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.</p>
<p>Unit 3: Australia’s Health in a Globalised World</p> <p>In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.</p>	<p>Unit 4: Health and Human Development in a Global Context</p> <p>In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE Health and Human Development Study Design \(2025-2029\)](#)

History

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

<p>Unit 1: Modern History - Change & Conflict</p> <p>In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.</p>	<p>Unit 2: Modern History - The Changing World Order</p> <p>In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.</p> <p>In area of study 2, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.</p>
<p>Unit 3: Revolutions - The French Revolution</p> <p>In this area of study students study the French Revolution. (1774–4 August 1789) They focus on the long-term causes and short-term triggers of revolution and evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements. Students analyse how the revolution was directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.</p>	<p>Unit 4: Revolutions - The Russian Revolution</p> <p>In this area of study students study the Russian Revolution. (1896– 26 October 1917). They focus on the long-term causes and short-term triggers of revolution and evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements. Students analyse how the revolution was directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE History Study Design \(2022-2026\)](#)

Legal Studies

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence lawmakers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

<p>Unit 1: The Presumption of Innocence</p> <p>In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.</p>	<p>Unit 2: Wrongs and Rights</p> <p>Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.</p>
<p>Unit 3: Rights and Justice</p> <p>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 criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.</p>	<p>Unit 4: The People, the Law, and Reform</p> <p>The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.</p>

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*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 25 percent
- Unit 4 school assessed coursework: 25 percent
- End of Year examination: 50 percent

Further Information

- [VCE Legal Studies Study Design \(2024-2028\)](#)

Literature

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

<p>Unit 1: Reading Practices & Literary Movements and Genres</p> <p>In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.</p>	<p>Unit 2: Voices of Country & The Text in its Context</p> <p>In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.</p> <p>In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.</p>
<p>Unit 3: Adaptations and Transformations & Developing Interpretations</p> <p>In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.</p> <p>In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.</p>	<p>Unit 4: Creative Responses to Texts & Close Analysis of Texts</p> <p>In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.</p> <p>In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 & 4

- Unit 3 school assessed Coursework: 25 percent
- Unit 4 school assessed Coursework: 25 percent
- End-of-year examination: 50 per cent

Further Information

- [VCE Literature Study Design \(2023-2027\)](#)

Mathematics

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

PREREQUISITES FOR YEAR 11 MATHEMATICS:

Students choosing Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics, need to achieve appropriate grades across **all assessment tasks** in Year 10 Mathematics (MAAM10 or MAMM10).

Students choosing Year 11 General Mathematics need to achieve satisfactory results across all assessment tasks in Year 10 Mathematics.

UNITS OFFERED:

Units 1 & 2:

Foundation Mathematics (MAFM)
General Mathematics (MAGM)
Mathematical Methods (MAMM)
Specialist Mathematics (MASP)

Units 3 & 4:

Foundation Mathematics (MAFM)
General Mathematics (MAGM)
Mathematical Methods (MAMM)
Specialist Mathematics (MASP)

YEAR 11 CHOICES:

One Mathematics Subject (1 or 2 Units):

Mathematical Methods 1 & 2,

or

General Mathematics 1 & 2

or

Foundation Mathematics 1 & 2

Two Mathematics Subjects (4 units):

Mathematical Methods 1 & 2

and

Specialist Mathematics 1 & 2

YEAR 12 CHOICES:

One Mathematics Subject (2 units):

Mathematical Methods 3 & 4

or

General Mathematics 3 & 4

or

Foundation Mathematics 3 & 4

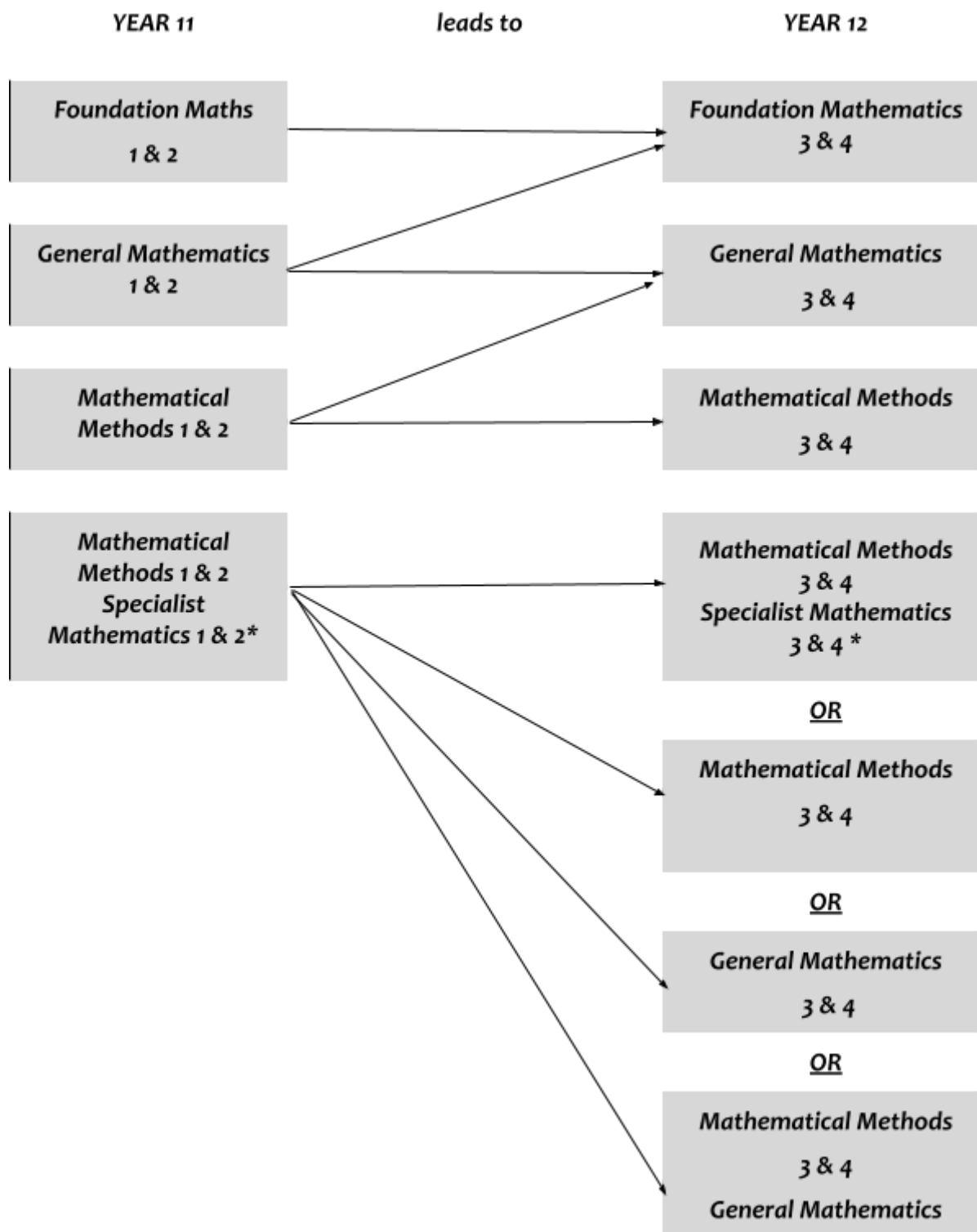
Two Mathematics Subjects (4 units):

Mathematical Methods 3 & 4
With Specialist Mathematics 3 & 4

or

Mathematical Methods 3 & 4
With General Mathematics 3 & 4

Students must check prerequisites for tertiary courses that they are interested in pursuing.



* Year 11 Specialist Mathematics cannot be done alone.

* Year 12 Specialist Mathematics cannot be done alone.

CALCULATORS REQUIRED

Students are required to have their own calculator if they are studying any Mathematics in Year 11 or Year 12.

Year 11 and 12

Foundation Mathematics	Scientific calculator
General Mathematics	TI-Nspire CX CAS Calculator
Mathematical Methods	TI-Nspire CX CAS Calculator
Specialist Mathematics	TI-Nspire CX CAS Calculator

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

- 'S' and 'N' achievement with graded results

Units 3 and 4

- School assessed coursework and examinations:

Foundation Mathematics (MAFM)

- Unit 3 school assessed coursework; 40%
- Unit 4 school assessed coursework: 20%
- End-of-year Examination: 40%

General Mathematics (MAGM)

- Unit 3 school assessed coursework; 24%
- Unit 4 school assessed coursework: 16%
- End-of-year Examination 1: 30%
- End-of-year Examination 2: 30%

Mathematical Methods (MAMM)

- Unit 3 school assessed coursework; 20%
- Unit 4 school assessed coursework: 20%
- End-of-year Examination 1: 20%
- End-of-year Examination 2: 40%

Specialist Mathematics (MASP)

- Unit 3 school assessed coursework; 20%
- Unit 4 school assessed coursework: 20%
- End-of-year Examination 1: 20%
- End-of-year Examination 2: 40%

Further Information

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

(then select the required Mathematics subject)

Music and Music Repertoire Performance

Rationale

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. VCE Music & Music Repertoire Performance is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop critical awareness of their relationship with music as listeners, performers, creators, and music makers.

<p>Unit 1: Organisation of Music</p> <p>In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.</p> <p>They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.</p>	<p>Unit 2: Effect in Music</p> <p>In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.</p> <p>Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.</p>
<p>At the conclusion of Unit 2, students can choose between Contemporary Performance OR Repertoire Performance.</p>	
<p>Unit 3: Contemporary Performance</p> <p>In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.</p> <p>Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.</p>	<p>Unit 3: Repertoire Performance</p> <p>In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.</p> <p>Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.</p>

Unit 4: Contemporary Performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Unit 4: Repertoire Performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

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

Entry

- There are no prerequisites for entry to Units 1, 2 and 3 Music Performance. Students must undertake Unit 3 of the relevant Unit 3–4 sequence prior to undertaking Unit 4.
- At least four to five years' experience in learning an instrument(s) is recommended before commencing VCE Music Performance.

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results.

Units 3 and 4 (Music Repertoire Performance)

- Unit 3 school assessed coursework: 20 percent
- Unit 4 school assessed coursework: 10 percent
- Unit 4 Performance examination: 50 percent
- End of Year Aural and Written Examination: 20 percent

Further Information

- [VCE Music Study Design \(2023-2027\)](#)

Outdoor and Environmental Studies

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present and take action for sustainable futures.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

<p>Unit 1: Connections with Outdoor Environments</p> <p>This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.</p>	<p>Unit 2: Discovering Outdoor Environments</p> <p>This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.</p> <p>In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.</p>
<p>Unit 3: Relationships with Outdoor Environments</p> <p>The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.</p>	<p>Unit 4: Sustainable Outdoor Environments</p> <p>In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 20 percent
- Unit 4 school assessed coursework: 30 percent
- End of year examination: 50 per cent

Further Information

- [VCE Outdoor and Environmental Studies Study Design \(2024-2028\)](#)

Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

<p>Unit 1: The Human Body in Motion</p> <p>In this area of study, students examine the muscular and skeletal systems of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore, from a biophysical perspective, the major components of the musculoskeletal system and its contributions and interactions during physical activity, sport and exercise.</p>	<p>Unit 2: Physical Activity, Sport, Exercise and Society</p> <p>This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.</p>
<p>Unit 3: Movement Skills and Energy for Physical Activity, Sport and Exercise</p> <p>This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.</p> <p>Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.</p>	<p>Unit 4: Training to Improve Performance</p> <p>In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).</p> <p>Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school assessed coursework: 25 percent
- Unit 4 school assessed coursework: 25 percent
- End of year examination: 50 per cent

Further Information

- [VCE Physical Education Study Design \(2025-2029\)](#)

Physics

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

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.

<p>Unit 1: How is Energy Useful to Society?</p> <p>In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.</p>	<p>Unit 2: How does Physics help us to Understand the World?</p> <p>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.</p> <p>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.</p>
<p>Unit 3: How do Fields Explain Motion and Electricity?</p> <p>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.</p>	<p>Unit 4: How have Creative Ideas and Investigation Revolutionised Thinking in Physics?</p> <p>A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had a significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE Physics Study Design \(2024-2027\)](#)

Product Design and Technologies

Rationale

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course.

<p>Unit 1: Design Practices</p> <p>This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.</p>	<p>Unit 2: Positive Impacts for End Users</p> <p>Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.</p>
<p>Unit 3: Ethical Product Design and Development</p> <p>In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).</p> <p>Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or worldview perspectives.</p>	<p>Unit 4: Production and Evaluation of Ethical Designs</p> <p>In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.</p> <p>Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.</p>

Entry

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

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

- School assessed coursework: 20 percent
- School assessed Task: 50 percent
- End of year examination: 30 percent

Further Information

- [VCE Product Design and Technologies Study Design \(2024-2028\)](#)

Psychology

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

<p>Unit 1: How are behaviour and mental processes shaped?</p> <p>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.</p>	<p>Unit 2: How do internal and external factors influence behaviour and mental processes?</p> <p>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.</p>
<p>Unit 3: How does experience affect behaviour and mental processes?</p> <p>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.</p>	<p>Unit 4: How is mental wellbeing supported and maintained?</p> <p>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 lifespan. 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.</p>

Entry

- Unit 1 & 2 is offered as an accelerated subject at Year 10.
- There are no prerequisites for entry to Units 1, 2, and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment and Reporting*Units 1 and 2*

- 'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

- [VCE Psychology Study Design \(2023-2027\)](#)

Religion and Society

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals; conversely, society has not always interacted positively with religion and has at times supported the unethical behaviour of religions and individuals.

<p>Unit 1: The Role of Religion in Society</p> <p>In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.</p>	<p>Unit 2: Religion and Ethics</p> <p>How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.</p>
<p>Unit 3: The Search for Meaning</p> <p>Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists.</p>	<p>Unit 4: Religion, Challenge and Change</p> <p>This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society.</p>

Entry

- Unit 1 and 2 Religion and Society is compulsory in Year 11.
- Unit 3 and 4 Religion and Society can be selected as part of a student's VCE mix.

Assessment and Reporting

Units 1 & 2

- 'S' and 'N' achievement with graded results.

Unit 3 & 4

- School assessed coursework and examination:
 - 50% school assessed coursework.
 - 50% End of the year examination

Further Information

- [VCE Religion and Society Study Design \(2023-2027\)](#)

Visual Communication and Design

Rationale

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

<p>Unit 1: Finding, Reframing, and Resolving Design Problems</p> <p>In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.</p> <p>Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.</p>	<p>Unit 2: Design Contexts and Connections</p> <p>Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.</p> <p>Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.</p>
<p>Unit 3: Visual Communication in Design Practice</p> <p>In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.</p>	<p>Unit 4: Delivering Design</p> <p>In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.</p>

Entry

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

Assessment and Reporting

Units 1 and 2

- 'S' or 'N' achievement with graded results.

Units 3 and 4

- School assessed coursework and examination 20 percent
- School assessed Task: 50 percent
- End-of-year examination: 35 percent

Further Information

- [VCE Visual Communication Design Study Design \(2024-2028\)](#)

VOCATIONAL EDUCATION AND TRAINING (VET)

WHAT IS VET?

Vocational Education and Training (VET) is a pathway for students who wish to gain industry skills through practical subjects.

VET is appropriate for both VCE and VM students. Many VET subjects are scored, meaning they have an examination and can contribute to the ATAR. Increasingly, universities are accepting completion of VET as an important part of a university applicant's CV.

VET COURSES:

- Provide a nationally recognised qualification in a specific industry, or provide credit towards one.
- Contribute towards the completion of your VCE, VCE Vocational Major, or VPC.
- Give you the option to study through a paid school-based apprenticeship or traineeship.
- Some courses offer scored assessment to add to the ATAR
- Courses that don't have scored assessment give a 10% increment to the ATAR

VCE: Vocational Education and Training (VCE VET)

Certificate	Total Ancillary Costs
Business	<ul style="list-style-type: none"> Delivered at Monivae College as part of timetabled classes.
Automotive	<ul style="list-style-type: none"> Work placement is recommended. First year students attend HDSC from 11:20 AM to 4:30 PM on Friday. Attendance at HDSC each Tuesday from 1:00PM to 4:30 PM for second year students. Cost of \$740 first year; \$620 second year. This covers workbooks, tool hire, uniform, and resources.
Building & Construction	<ul style="list-style-type: none"> Work placement is recommended. Attendance at HDSC each Tuesday from 11:20 AM to 4:30 PM for first year students. Attendance at HDSC each Tuesday from 1:30 PM to 5:00 PM for second year students. Cost of \$990 for first year; \$620 second year. This covers tool kit lease, Construction Induction Card, First Aid Certificate, uniform, and books.
Community Services	<ul style="list-style-type: none"> Work placement is required. Attendance at SW TAFE Hamilton each Tuesday from 1:00 PM to 5:00 PM. Cost of \$51 for first year; \$50 for second year. This covers first year materials, First Aid books, and online resources. Second year online resources \$50.
Engineering	<ul style="list-style-type: none"> Work placement is required Attendance at Monivae each Friday from 11.20am – 4.20pm Cost of \$425 first year; \$425 second year. May be some excursion costs
Equine Studies	<ul style="list-style-type: none"> Work placement is required Program delivered by GO TAFE online and three days on campus at Shepparton for riding assessment Books \$90 work boots & suitable clothes for outdoors Accommodation costs
Hospitality	<ul style="list-style-type: none"> Work placement is required Attendance at HDSC each Friday 11.00 AM to 3:20 PM for first year: 1:00 PM to 4.30 PM on Tuesdays for 2nd year students. First year cost is \$1010; second year \$920. Fee covers black box hat, white long sleeve chef jacket, black bib apron, materials/resources, tool kit hire & food levy Students provide black pants & black enclosed shoes with non-slip sole
Retail Cosmetics (one year course)	<ul style="list-style-type: none"> 1.00 pm to 4.30pm Tuesdays at HDSC Cost of \$920 which covers make-up kit, workbooks and equipment hire; second year \$856 Full payment to TAFE for resources within 2 weeks of starting course Only provides VCE units at the 1-2 level Work placement is required
Salon Assistant	<ul style="list-style-type: none"> \$640 covers uniform, books and hairdressing tool kit HDSC Friday 11.20 AM to 4.30 PM.
Screen Media	<ul style="list-style-type: none"> Work placement is required. Attendance at HDSC each Tuesday from 1:30 PM to 4:30 PM. Cost for the first year is \$965, which covers uniform, books, and resources. Second year cost is \$880.
Sport and Recreation	<ul style="list-style-type: none"> Delivered at Monivae College as part of timetabled classes. Excursion costs.

Automotive

The VCE VET Automotive program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in the automotive industry.

The VCE VET Automotive program does not offer scored assessment.

For more information:

- [Automotive](#)
- [2023 VCE VET Automotive Program Booklet](#)

Building and Construction

The aim of the program is to provide students with knowledge and skill development to enhance their employment prospects within the building and construction industry.

On completion of the course, students are eligible for 4 VCE VET units on their VCE Statement of Results. Two units at Unit 1 and 2 level and a Unit 3-4 sequence and a 10% increment to the ATAR.

In addition to this, students will also have achieved credits towards the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules, which will prepare students for employment in areas such as carpentry, painting and decorating, bricklaying and wall and floor tiling

For more information:

- [Building and Construction](#)
- [2023 VCE VET Building and Construction Program Booklet](#)

Business

The VCE VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training within a range of business and industry settings. The Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Business program.

For more information:

- [Business](#)
- [2023 VCE VET Business Program Structure](#)

Community Services

The VCE VET Community Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the community services sector.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Community Services program.

For more information:

- [Community Services \(VCE VET\)](#)
- [2023 VCE VET Community Services Program Structure](#)

Creative and Digital Media

The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Creative and Digital Media program.

For more information:

- [Creative and Digital Media](#)
- [2023 VCE VET Creative Media Program Structure](#)

Engineering

The VCE VET Engineering Studies program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VCE VET Engineering Studies program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the manufacturing, engineering and related industries.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Engineering Studies program.

For more information:

- [2023 VCE VET Engineering Studies Program Structure](#)

Hospitality

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Hospitality program.

For more information:

- [VCE VET Hospitality](#)
- [2023 VCE VET Hospitality Program Booklet](#)

Salon Assistant

The VCE VET Hair and Beauty program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the hairdressing and beauty services industry.

The VCE VET Hair and Beauty program does not offer scored assessment.

For more information:

- [Hair and Beauty](#)
- [2023 VCE VET Hair and Beauty Program Booklet](#)

Sport and Recreation

The VCE VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Sport and Recreation program.

For more information:

- [VCE VET Sport and Recreation](#)
- [2023 VCE VET Sport and Recreation Program Booklet](#)

School-Based Apprenticeships and Agricultural Traineeships

Information on these programs is available from the VET/VM Coordinator, Mr Simon Hatherell or online.

School Based Apprenticeships

www.vcaa.vic.edu.au/vet/programs/sbna

Agriculture Traineeships

www.rist.com.au



educating the
mind
spirit
heart