

CANTERBURY GIRLS' HIGH SCHOOL

**Senior School
Handbook
2025
VCE Units 3 & 4**



Canterbury Girls'
SECONDARY COLLEGE



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Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.



Choose from either:

VCE Units 3 & 4 offered at Canterbury Girls' Secondary College

3BI/4BI	Biology
3BM/4BM	Business Management.....
3CH/4CH	Chemistry
3CS/4CS	Classical Studies
3EC/4EC	Economics.....
3EL/4EL	English Language.....
3EN/4EN	English
3EAL/4EAL	English as an Additional Language
3FR/4FR	LOTE: French
3FY/4FY	Food Studies
3GE/4GE	Geography.....
3HD/4HD	Health and Human Development
3HR/4HR	History: Revolutions.....
3JP/4JP	LOTE: Japanese Second Language
3LI/4LI	Literature
3LS/4LS	Legal Studies
3MG/4MG	Maths: General Mathematics
3MM/4MM	Maths: Mathematical Methods (CAS).....
3MS/4MS	Maths: Specialist Mathematics.....
3MR/4MR	Music Repertoire Performance or
3MC/4MC	Music Contemporary Performance
3PE/4PE	Physical Education
3PH/4PH	Physics.....
3PY/4PY	Psychology
3SA/4SA	Art Making and Exhibiting
3VC/4VC	Visual Communication Design

OR choose instead:

VCE Vocational Major Units 3 & 4 to be offered at Canterbury Girls' Secondary College from 2024

3VL/4VL	VCE VM Literacy
3VN/4VN	VCE VM Numeracy
3VW/4VW	VCE VM Work Related Skills.....
3VPD/4VPD	VCE VM Personal Development Skills



HOW TO SELECT YOUR VCE PROGRAM FOR 2025

The following process will assist you to choose a course for your VCE.

<p>Have you read all the course outlines and guidelines in the handbook?</p> <p>If so, you are ready to select your units of study. Follow the steps below:</p> <ol style="list-style-type: none"> 1. List the careers areas in which you are interested. Use the activities completed in your Year 9 & 10 Pathways Days to help you. 2. You may want to check joboutlook.gov.au or myfuture.edu.au for information on careers. 3. Read the Unit Descriptions in which you are interested. 4. Check your strengths by speaking to teachers and re-reading your reports. 5. List courses you are interested in at TAFE and/or university and make sure you know the VCE pre-requisite subjects for these courses, if in doubt, see Mr. Cameron. Also see Prerequisites and selection criteria – VTAC www.vtac.edu.au/before/entry-req/meeting-prerequisites.html 6. Prepare two or more programs to meet your interests, ability and career direction. 7. Discuss the options with your parents, teachers and Careers Teacher to find out which best suits your interests, ability and career direction. 8. Check that you have fulfilled all the VCE requirements. 9. Finalise your program and use it to enter your course selection. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;">Careers Areas</th> <th style="width: 30%;">Jobs</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;">Possible Tertiary Courses</th> <th style="width: 30%;">Prerequisites</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="text-align: center;">VCE subject (s) already done in 2023</td> </tr> <tr> <td style="text-align: center;">Unit 1</td> </tr> <tr> <td style="text-align: center;">Unit 2</td> </tr> </table> <p>Possible program – Option A</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Semester</th> <th style="width: 15%;">Common Study</th> <th colspan="5" style="width: 70%;">Other Studies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/2 2024</td> <td style="text-align: center;">EN/EL/LI</td> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td style="text-align: center;">3/4 2025</td> <td style="text-align: center;">EN/EL/LI</td> <td> </td><td> </td><td> </td><td> </td><td style="background-color: #cccccc;"> </td> </tr> </tbody> </table> <p>Possible program – Option B</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Semester</th> <th style="width: 15%;">Common Study</th> <th colspan="5" style="width: 70%;">Other Studies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/2 2024</td> <td style="text-align: center;">EN/EL/LI</td> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td style="text-align: center;">3/4 2025</td> <td style="text-align: center;">EN/EL/LI</td> <td> </td><td> </td><td> </td><td> </td><td style="background-color: #cccccc;"> </td> </tr> </tbody> </table> <p>Note: Students must take 6 VCE subjects in Year 11, and 5 VCE subjects in Year 12.</p>	Careers Areas	Jobs							Possible Tertiary Courses	Prerequisites											VCE subject (s) already done in 2023	Unit 1	Unit 2	Semester	Common Study	Other Studies					1/2 2024	EN/EL/LI						3/4 2025	EN/EL/LI						Semester	Common Study	Other Studies					1/2 2024	EN/EL/LI						3/4 2025	EN/EL/LI					
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The Victorian Certificate of Education (VCE)

At Canterbury Girls, the Victorian Certificate of Education (VCE) includes two options.

Victorian Certificate of Education – ATAR

The Victorian Certificate of Education (VCE) offers a broad range of study options and provides you with an Australian Tertiary Admissions Rank (ATAR) offering a direct pathway to university.

The VCE is generally undertaken over two years and can take you in many different directions after school and is a great choice if you prefer learning in a classroom environment and know you might want to go to university right after school.

Most students complete the VCE in two (2) years. Some students may, however, undertake the VCE over three (3) or more years. This may occur as a result of a student:

- Completing Units 1 & 2 of a VCE study whilst in Year 10, with the result that her VCE studies span a three-year period;
- Participating in an overseas student exchange program; and/or
- Experiencing a severe illness or personal problems.

The VCE will prepare you for:

- university
- an apprenticeship or traineeship
- further education and training

The minimum requirements to obtain a VCE is:

- You need to successfully complete at least 16 units. This needs to include:
 - 3 sequences of Unit 3 and 4 subjects
 - 3 units from an English subject group (including Unit 3 and 4).
 - Most students do their VCE over 2 years, completing between 20 and 22 units at Canterbury Girls'.

Students who complete their VCE over an extended period may repeat a Unit 3 /4 sequence without incurring any penalty in scoring the ATAR.

The VCE Subjects we offer are in our VCE Handbook which can be accessed on our website.

VCE Vocational Major – No ATAR

The VCE Vocational Major (VCE VM) is a two-year applied learning program that's part of the VCE. The VCE VM is a great choice if you prefer to learn in a real-world environment and don't need an ATAR.

You will get skills for work and life and hands-on experience in one or more industries, finishing school with an employability edge. There are no external exams except for the General Achievement Test (Part A only).

The VM is an applied learning program that suits within the VCE. It is made up of several new subjects. The assessment is completed by your teacher in class, who'll support you to achieve the requirements. VCE VM subjects don't receive a study score, so they won't count towards an ATAR.

The VCE VM will help you prepare for:

- an apprenticeship or traineeship
- going straight into the workforce.
- further education and training
- university, through alternative entry programs

The minimum requirements to obtain a VCE VM is:

- You need to successfully complete at least 16 units. This needs to include:
 - 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
 - 2 VCE VM Numeracy or VCE Mathematics units such as General Maths
 - 2 VCE VM Personal Development Skills units
 - 2 VCE VM Work Related Skills units
 - 3 other Unit 3 and 4 sequences of your choice (you can add other VCE studies to your VCE VM program)
 - VET at a Certificate II level or above (180 nominal hours).

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition.

Year 11 Course Requirements

Victorian Certificate of Education – ATAR

In Year 11, students undertaking the VCE at Canterbury Girls' are required to undertake 12 VCE units of study. A unit of study comprises a semester's work.

Consequently, Year 11 students must undertake:

- 6 Unit 1 studies in Semester 1 and 6 Unit 2 studies in Semester 2
- **OR**
- 5 Unit 1 studies in Semester 1 and 5 Unit 2 studies in Semester 2, plus one (1) Unit 3 & 4 sequence*
- Optional Vocational Education and Training subjects (VET)

Regarding the study of a Unit 3 & 4 sequence* in Year 11:

- Some students, as mentioned above, may be selected to undertake the study of Units 1 & 2 of a subject of their choice in Year 10. In Year 11, these students may decide to continue with the study at Unit 3 & 4 level of the same subject taken in Year 10.
- Students may apply, at the end of Year 10, to undertake a different subject at Unit 3 & 4 level to the one studied that year.
- Some students may be selected to undertake the study of a Unit 3 & 4 sequence in Year 11 without having attempted the prior study of any VCE Units in Year 10.

NOTE: In the two later cases, this is not a problem as long as the subject that they wish to study has no Unit 1 & 2 prerequisites. These students will have to submit an application for enrolment in a VCE Unit 3 & 4 study and approval will be based on teachers' recommendations and the student's academic record, attendance and work practices. If the application is successful, some preparatory work will be required over the summer holidays to enable the student to become familiar with the terminology and concepts which were introduced in Unit 1 & 2 studies.

VCE Vocational Major – No ATAR

In Year 11, students undertaking the VCE VM at Canterbury Girls' are required to undertake 10 VCE units of study. A unit of study comprises a semester's work.

Consequently, Year 11 students must undertake:

- 2 units of VCE VM Literacy (or English) and
- 2 units of VCE VM Numeracy (or Mathematics) and
- 2 units of VET at Certificate II level or above (180 hours) (undertaken in both Year 11 and Year 12, and must be a sequence)
- 2 units of VCE VM Personal Development Skills units in Year 11, with
- 2 units of any VCE subject as a free choice

- 2 units of VCE VM Work Related Skills units in Year 12. This will swap with Personal Development.

There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

The Victorian Certificate of Education – Course Requirements

Victorian Certificate of Education – ATAR

Year 12 students at Canterbury Girls' must undertake the study of **five** (5) Unit 3 / 4 sequences.

That is, they should undertake:

- One Unit 3 & 4 sequence of English or English as a Second Language or Literature or English Language
 - Plus 4 other Unit 3 & 4 sequences
- OR**
- Plus 3 other Unit 3 & 4 sequences
 - And / or a subject either from the Virtual School of Victoria, or CHES, or a University Enhancement subject*

** A University Enhancement subject is only available to students who have completed a Unit 3 & 4 sequence in Year 11 as it is counted instead of a sixth VCE Unit 3 & 4 study.*

And / or an optional Vocational Education and Training subject (VET)

Note:

1. **Units 3 & 4 are paired sequential units that cannot be studied separately.**
2. **The study of Unit 3 must always precede the study of Unit 4. If a student wishes to defer the study of a Unit 4 subject for any reason, approval to do so must be obtained in advance from the Victorian Curriculum and Assessment Authority (VCAA).**
3. **There is no possibility of a subject change for a Year 12 student at the end of Semester 1.**
4. **Unit 3 & 4 subject changes can only occur in the first two weeks of Term 1.**
5. **Students who have studied a Unit 3 / 4 sequence in Year 11 have the benefit of a 6th subject which contributes 10 % of the Study Score awarded for that subject to the calculation of the Equivalent National Tertiary Entrance Rank (ATAR).**

VCE Vocational Major – No ATAR

Year 12 students at Canterbury Girls' must undertake the study of **five** (4) Unit 3 / 4 sequences.

That is, they should undertake:

- One Unit 3 & 4 sequence of VCE VM Literacy (or English)
- **Plus 3 other Unit 3 & 4 sequences which must include:**
 - **A minimum of 2 VET credits at Certificate II level or above (180 hours over two years)**
 - **Unit 3 & 4 sequence of Numeracy (or VCE Mathematics)**
 - **Unit 3 & 4 sequence of VCE VM Work Related Skills units**
 - **Unit 3 & 4 sequence of VCE VM Personal Development Skills units, and**

And

- **A Unit 3 & 4 sequence of any VCE choice**

Note:

Students must successfully finish a minimum of

16 units, including:

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

Students will undertake between 20 units over the two years, with the possibility of structured workplace learning.

Satisfactory Completion of the VCE

Victorian Certificate of Education – ATAR

To obtain the VCE, students must satisfactorily complete a minimum of 16 units of study.

These 16 units of study must include:

- 3 units of English or English as a Second Language (ESL) / Literature / English Language, with at least one unit at Unit 3 or 4 level
- Plus 3 additional Unit 3 & 4 sequences

Note:

For the calculation of a student's ATAR, students must achieve satisfactory completion of both Units 3 and 4 of English or ESL or Literature or English Language.

To obtain satisfactory completion of a VCE Unit of study, students must demonstrate the achievement of EACH of the Learning Outcomes for that unit of study, as specified in the Study design for that unit by the Victorian Curriculum and Assessment Authority (VCAA).

This means that the student must demonstrate the acquisition of a body of knowledge and / or the development of certain key skills to achieve the learning outcomes specified.

The achievement of the outcomes specified may be demonstrated by the following means:

- Completion of the coursework set for each subject, such as classwork, quizzes, revision notes, end of year holiday homework etc;
- Participation in class activities; and
- Performance in School Assessed Coursework Tasks (SACs) or School Assessment Tasks (SATs).

The teacher's assessment may comprise of :

VCE Vocational Major – No ATAR

The VCE Vocational Major is a two-year program over Year 11 and 12.

To obtain the VCE Vocational Major, students must satisfactorily complete a minimum of 16 units of study. The program at Canterbury Girls' for the VCE VM will consist of the following minimum requirements:

- A total minimum of 8 units at the Unit 3 and 4 level completed as 4 sequences.
- A minimum of 2 units of VCE VM Numeracy or 2 units from any VCE Mathematics study
- A minimum of 2 Work Related Skills units
- A minimum of 2 Personal Development Skills units
- 180 hours of VET at Certificate II level or above

Note:

There are no external examinations for the VCE VM studies and students do not receive a study score, and are not eligible to receive an ATAR.

Applied Learning Principles

The following information has been adapted from the VCAA website on Applied Learning - <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/AppliedLearning.aspx>

Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information is applied in a real-world context that relates directly to their own future.

Motivation to engage in learning

- This ensures what is learnt in the classroom is connected to scenarios and experiences outside the classroom
- Students engage in demonstrations, activities, investigations and problem-solving in the classroom, community, and workplace
- Activities are undertaken that challenge the student's level of competence and support them to succeed and build self-efficacy.

Applied Learning Practices

- The student's coursework undertaken in class or at home;
- The student's performance in SACs / SATs designed for that unit of study will determine whether the student has satisfactorily achieved each learning outcome specified for the unit, and hence gained "S" for the unit;

Satisfactory Achievement of an Outcome means that:

- The student's performance in the prescribed coursework / SAC fulfils the criteria for the task and is of a satisfactory standard;
- The prescribed coursework / SAC was submitted by the due date;
- The prescribed coursework / SAC can be authenticated through class work and participation as well as monitoring of the progress of drafts, and is therefore clearly the student's own work;
- There has been no substantive breach of rules, such as the 90 % class attendance requirement, as the teacher was able to monitor the development of the student's skills and knowledge through participation in class activities and completion of set coursework and hence can authenticate her work.

If all the specified learning outcomes are achieved, the student receives **S** for the unit.

If any of the learning outcomes are not achieved, the student receives **N** for the unit. The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including special provision
- the work cannot be authenticated (for example, through lack of attendance)
- there has been a substantial breach of VCAA rules and the school's rules and procedures.

- Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world.
- Uses authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials
- Utilises the experience and knowledge of community members including employers, cultural and community leaders
- Ensures learning reflects real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills

Student Agency

- Engages discussions with students about the curriculum and how they make connections
- Ensures students are moving to develop greater independence and responsibility for their own learning
- Encourages students to collaborate with peers and identify and utilise individual and group strengths
- Shares knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment
- Values approaches to the study including effective use of supporting technologies
- Supports students to learn through interaction and cooperation.

Student-centred flexible approach

- Understands the students' knowledge and skills prior to commencing the study
- Understands and encourage students' personal, education and pathway goals
- Considers the whole person and celebrate successes and connections to build resilience, confidence, and self-worth
- Builds on the positive strengths of each student

Assessment Practice which Promotes Success

- Uses the assessment method that best fits the content and context and allows for incremental indications of success
- Provides students multiple opportunities for success and assessment.

Units 3 & 4 Subjects

More detailed information is available from the Victorian Curriculum Assessment Authority (VCAA).

Go to <https://www.vcaa.vic.edu.au>

Unit 3 and 4 Assessment

The VCAA specifies the assessment procedures for students undertaking scores assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by schools-assessed Coursework (SACs) and/or Schools-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study.

Biology: Units 3 & 4

Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study of Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in Biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of Biology leads students to appreciate the interconnectedness of the content areas both within Biology, and across Biology and the other sciences.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional preparation as prescribed by their teacher.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. 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 also examine the manipulation of the DNA and explore the associated biological and ethical issues.

Students study biochemical pathways, including photosynthesis and cellular respiration, and explore how biotechnology can be used to modify these pathways and improve crop yields in agriculture. A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in Unit 3 or Unit 4 and the design, analysis and findings of the investigation are presented in a scientific poster format.

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

In this unit students consider the continual change and challenges that life on Earth is subjected to. They study the human immune system and the interactions between its components to provide immunity to specific pathogens. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students investigate the influence of different events on a population's gene pool and describe how the accumulation of evidence over time supports evolutionary theory. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. They also examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

What do you need?

- Laboratory skills in selecting and using scientific equipment, e.g. selecting appropriate apparatus for precise measurement
- Ability to evaluate resources when researching
- Report writing skills
- Ability to plan, design and conduct practical investigations
- An interest in the world around you and good observational skills
- Organisational skills to plan your study

Assessment:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

Business Management: Units 3 & 4

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In handling the day-to-day management of a business, it considers changes that need to be made to ensure continued success of a business and the complexity of the challenges facing decision makers in managing these resources.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: Managing a business

In this unit students explore the different types of businesses & key processes and issues concerned with managing a business efficiently and effectively. Students consider corporate culture, management styles, management skills and the relationship between each of these in order to meet business objectives.

Area of Study 1: Business Foundations

On completion of this unit the student should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Area of Study 2: Human Resource Management

On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Area of Study 3: Operations Management

On completion of this unit the student should be able to analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

In this unit students consider the importance of reviewing key performance indicators to determine current performance. 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.

Area of Study 1: Reviewing performance – the need for change

On completion of this unit the student should be able to analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

Area of Study 2: Implementing change

On completion of this unit the student should be able to discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Unit 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examination 50 per cent

Chemistry: Units 3 & 4

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. 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.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit Descriptions

Unit 3

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.

Unit 4

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 to identify them and to ensure product purity.

Assessments

- Unit 3 School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- Unit 4 School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Classical Studies: Units 3 & 4

Rationale

What is a hero? What is beauty? What makes a leader? What is justice? Ancient Greece and ancient Rome confronted many of these questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion as well as the cost of anger and betrayal. Classical Studies also reveals other ways of being as many of the values reflected in classical works differ from our own. This spirit of inquiry creates opportunities to learn about the past and provide a window on the present. Students develop skills in analysis, constructing arguments, challenging assumptions and thinking creatively. These skills are valuable for further study and work as they are readily transferable across a range of subjects. The works studied will be selected from the 'Works List' that is published annually. Assessment tasks are varied and include, short answer responses, passage analysis, essay, research task.

Entry

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

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions & Assessment

Unit 3 Classical Expressions

Students engage with two forms of cultural expression of the classical world: epic poetry and material culture. Students develop their breadth of classical interpretation by examining two vastly different mediums through which classical societies expressed ideas and understandings.

Area of Study 1: The Epic Tradition

Students analyse one book of either Homer's *Iliad* or Virgil's *Aeneid*.

Outcome 1

Analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context.

Area of Study 2: Material Culture

Students examine a prominent work or body of works, such as the Parthenon, the Colosseum or a group of Roman mosaics or Greek statues.

Outcome 2

Analyse the key ideas and techniques used in the production of the prescribed material work(s) and its relationship to its socio-historical context.

Unit 4 Classical Perspectives

Area of Study 1: Classical Concerns

Students will investigate either, power and authority, classical identities, or war and warfare of through an investigation of set works from the ancient Greece and/or Rome.

Outcome 1

Analyse and evaluate expressions of a classical concern and its significance within classical culture.

Area of Study 2: Classical Comparisons

Comparative analysis enables classicists to explore ways in which the same concept is presented by different works. Comparison enables students to understand the socio-historical contexts in which they were produced. Classical writers and artists use a wide range of techniques to convey ideas. Analysis of these techniques leads to a deeper understanding of the choices made by the writer or author to present ideas.

Outcome 2

Compare the ideas and techniques in two classical works and discuss the relationships of these works to their socio-historical contexts.

Economics: Units 3 & 4

Rationale

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their

decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of society, and may therefore assist them in making more informed decisions and responsible decisions.

Entry

It is strongly recommended that students undertake Units 1 & 2 Economics, prior to commencing Units 3 & 4.

Satisfactory Completion

Students must demonstrate the satisfactory achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Students also investigate factors such as aggregate demand and aggregate supply in the economy and use models and theories to explain changes in these variables that might influence the achievement of the Australian Government's domestic macroeconomic goals. Students also investigate the importance of strong international economic relationships and analyse how international transactions, changes in the exchange rate, effect of trade liberalisation affect living standards.

Unit 4: Managing the economy

In this unit students develop an understanding of Budgetary Policy and how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Students will focus on the role of aggregate demand policies, such as Monetary Policy where the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students will also consider the use of aggregate supply policies and environmental policies to expand the economy's productive capacity. Students will also consider market based and interventionist approaches to managing the supply side of the economy and consider how they increase competition and efficiency in the economy.

Unit 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examination 50 per cent

English, English as an Additional Language (EAL), English Language and Literature

Which English should you choose?

- Students must study at least one of the English subjects being offered as their compulsory study of English.
- There are no pre-requisites for any of the subjects.
- Students may choose an English subject in Unit 1 & 2 and a different English subject in Unit 3 & 4, but this is not recommended.
- A Unit 3 & 4 sequence must be in the same subject.
- Universities will accept any of the English studies as the compulsory English.
- Students may study TWO English subjects if they wish.
- Please investigate which English is most suitable by discussing this with parents, teachers and careers advisers.
- Students may choose to enrol in English / EAL or Literature or English Language. NB: English as an Additional Language is only available to students who qualify for it.

English / English as an Additional Language (EAL): Units 3 & 4

Rationale

The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of key knowledge and skills underpins effective functioning in the contexts of study, work and productive participation in a democratic society in the twenty-first century.

Units 1 and 2 English/ EAL:

Unit 1

Area of Study 1: Reading and exploring texts- (Personal Response)

Area of Study 2: Crafting texts

Unit 2

Area of Study 1: Reading and exploring texts

Area of Study 2: Exploring argument

Units 3 & 4 English/ EAL:

Units 3

Area of Study 1: Reading and responding to texts

Area of Study 2: Creating texts

Unit 4

Area of Study 1: Reading and responding to texts

Area of Study 2: Analysing argument

In the area of reading and exploring texts, students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made and investigate how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

In the area of analysing argument, students analyse the way argument and persuasive language is used to present points of view. Students also use these skills to create their own persuasive arguments which will be presented orally.

Entry

All students must enrol in a unit of English. You may choose to enrol in English / EAL or Literature or English Language. There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Units 3 & 4 Assessment

School Assessed Coursework and an end of year examination

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examination 50 per cent

English Language: Units 3 & 4

Rationale

This study combines learning about the nature of language in human thought and its connection with personal, social and national identities. It is based on the study of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop analytical skills as they examine a range of spoken and written English texts.

What Do You Need?

All students must complete two units of an English subject. English as an Additional Language (EAL) is only available to students who qualify for it.

Entry

All students must enrol in a unit of English. You may choose to enrol in English / EAL or Literature or English Language. There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit 3: Language variation and social purpose

In this unit students investigate the English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how written and spoken texts communicate information, ideas, attitudes, prejudices and ideological stances. They analyse texts and explain their function, purpose and authorial intent.

Unit 4: Language variation and identity

In this unit students focus on two aspects of contemporary Australian English. They learn the characteristics of Australian English in contrast to Englishes from other continents and investigate the role of language in establishing and challenging different identities. They consider variation in Australian English due to regional, cultural and social influences.

Units 3 & 4 assessment

School Assessed Coursework and an end of year examination:

Unit 3: School Assessed Coursework – 25 per cent – Short answer questions and Analytical commentaries

Unit 4: School Assessed Coursework – 25 per cent – Essays

End of year examination – 50 per cent

Literature: Units 3 & 4

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meaning of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Literature has a focus on classic texts, as well as on contemporary and emerging Australian literature. The study of literature encourages independent, critical thinking and creative thinking, which will assist students in the workforce and in future academic study.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3

Area of Study 1: Adaptations and Transformations

Students analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Area of Study 2: Developing Interpretations

Students develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Area of Study 1: Creative Responses to Texts

Students respond creatively to a text and comment critically on both the original text and the creative response.

Area of Study 2: Close analysis of Texts

Students analyse literary forms, features and language to present a coherent view of a whole text.

Units 3 & 4 Assessment

School Assessed Coursework and an end-of-year examination

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examination 50 per cent

Food Studies: Units 3 & 4

Rationale

Australia has a varied and abundant food supply. 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 in quantities that may harm their health. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs.

Unit 4: Food issues, challenges and futures

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

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students interpret food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices including use and management of water and application of new innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. Practical activities allow students to apply their responses to environmental and ethical food issues, and reflect on healthy eating recommendations of the ADG and the AGHE.

Unit 3 & 4 Assessment:

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

- Unit 3 School-assessed Coursework: 30 per cent
- Unit 4 School-assessed Coursework: 30 per cent

The examination will contribute 40 per cent to the study score.

Geography: Units 3 & 4

Rationale

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

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

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Changing the Land

This unit focuses on two investigations of *geographical change*: change to land cover and change to land use. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate two major processes that are changing land cover in many regions of the world:

- Melting Glaciers and Ice Sheets
- Deforestation

Land Use change is studied at a local scale using a case study. This study looks at the social, economic and environmental impacts of change. The study site is the : Alphington Paper Mill

Unit 4: Human Population – Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places. They will investigate:

- Growth and decline in fertility
- Growth and decline in mortality rates
- Population movement (forced and voluntary)

Students also undertake investigations into two countries with significant population trends in different parts of the world:

A growing population of one country

- e.g. Niger or Nigeria
- An ageing population of another country.
- e.g. Italy or Japan

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent ----- End-of-year Examination 50 per cent

Health and Human Development: Units 3 & 4

Rationale:

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They 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 compromise it.

Entry:

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory completion:

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit descriptions:

Unit 3: Australia's health in a globalised world

Area of study 1: Students will explore health and wellbeing, the complex, dynamic and subjective nature of illness, how to interpret and apply data related to Australia's health status, and analyse variations in health status related to the following; smoking and vaping, alcohol, overweight and obesity and national imbalances.

Area of study 2: Students will take a look at the different approaches to health over time, focusing on the emphasis on the changes and strategies that have succeeded and improved health outcomes. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations.

Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Unit 4: Health and human development in a global context

Area of study 1: Students explore similarities and differences in health status and human development in low-, middle- and high-income countries, including Australia. They investigate a range of factors that contribute to health inequalities and study the concepts of sustainability and the Human Development Index to further their understanding of health and human development in a global context. Students inquire into the effects of global trends on health and human development.

Area of study 2: Students look at action for promoting health globally. They consider the importance of and relationships between the UN's SDGs, focusing on their promotion of health and human development. Students investigate the priorities of the WHO and evaluate Australia's aid program and the role of non-government organisations. They reflect on meaningful and achievable individual and social actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

History – Revolutions: Units 3 & 4

Rationale:

History is the practice of understanding and making meaning of the past. As a discipline, it involves a structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. The study of history also draws links between the social/political institutions and language of contemporary society and its history. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present, as well as skills necessary to analyse visual, oral and written historical records. *Revolutions* explores the historical causes and consequences of significant social and political upheaval (France and Russia) in the modern period.

Unit Descriptions:

History: Revolutions

Unit 3: The French Revolution (1774-1795) – Causes and Consequences

The French Revolution represents a great rupture in time and a turning point in human history. Such was its significance that it brought about the collapse and destruction of an existing political order, resulting in extensive change to society. In this unit, students will examine the most significant factors and events that led the people of France to challenge and eventually overthrow the old regime, with a specific focus on the long-term causes and short-term triggers of the French revolution. The new, revolutionary society that was created was challenged by many issues, ranging from internal and external threats, as well as radical reforms to church and state. The need to protect the gains of the revolution saw different governments create increasingly radical solutions to put down dissent, ultimately culminating in *The Terror*.

Unit 4: The Russian Revolution (1896-1927) – Causes and Consequences

The Russian Revolution sent shock waves around the world in the early twentieth century. The creation of revolution within a strongly autocratic regime in a very backward nation, challenged all governments and brought about fundamental changes to Russian society. The revolution in Russia is examined as a response to the conditions which workers and peasants faced. The success of the revolution relied on the strength of the revolutionary leaders and sweeping social and political measures, implemented to establish and sustain the revolution. In this unit, students will evaluate how the revolutionary outbreaks in Russia were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Legal Studies: Units 3 & 4

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 law makers.

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.

Entry

There are no prerequisites for entry to Unit 3, although it is an advantage to have satisfactorily completed Units 1 and 2 Legal Studies. Students new to Legal Studies: Units 3 & 4 will be provided with additional work to catch up on legal terminology and on the difference between Civil and Criminal law.

Satisfactory Completion

Students must demonstrate satisfactory achievement of outcomes specified for each unit below linked to the area of study.

Unit Descriptions

Unit 3: Rights and Justice

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.

Area of Study 1: The Victorian Criminal Justice System

On completion of this unit the student should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

Area of Study 2: The Victorian Civil Justice System

On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4: The people, the law and reform

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.

Area of Study 1: The people and the law-makers

On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

Area of Study 2: The people and reform

On completion of this unit the student should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework equals 25 per cent

Unit 4: School Assessed coursework equals 25 per cent

Units 3 & 4: Examination equals 50 per cent

LOTE – French: Units 3 & 4

Rationale

VCE French develops a student's ability to understand and use a language which is widely used internationally, and it also provides a direct means of access to the rich and varied culture of French and Francophone communities around the world. Studying French contributes to the overall education of a student in the areas of communication, cross-cultural understanding, cognitive development, literacy, numeracy and general knowledge.

Entry

Units 1 to 4 are equivalent to the final two years of secondary education. Units 3 & 4 French are designed for students who will typically have completed Units 1 & 2. It is possible, however, that some students with less formal experience will also be able to meet the entry requirements successfully. Students must undertake Unit 3 & 4 as a sequence.

Satisfactory Completion

Students must demonstrate the satisfactory achievement of the set of outcomes specified for each unit in terms of knowledge and skills.

Areas of Study

The areas of study are based on themes (The Individual, The French-Speaking Communities and The World Around Us). These themes comprise a number of prescribed topics and suggested subtopics, required grammar, vocabulary, text types and styles of writing. Students should be able to express ideas through the production of original texts, analyse and use information from spoken, viewed or written texts and exchange information, opinions and experiences. A wide range of authentic resources and varied exercises and activities are used to develop both receptive and productive skills.

Units 3 & 4 subtopics include:

- adolescence, relationships, challenges and goals,
- careers, tertiary options, exchanges and gap years,
- living in France and francophone countries, traditions and regional life, visiting France,
- cinema and entertainment, literature and arts,
- cultural and language identity, migration, volunteering and charities,
- sustainability and the impact of technology and science on society.

Assessment

The level of achievement for Units 3 & 4 French is based on School-assessed Coursework and Examinations.

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

The end-of-year examinations consist of an oral exam and a written exam. The examinations contribute together 50 per cent to the Study Score. A French-English dictionary may be used in SACs and in the written examination.

LOTE – Japanese Second Language: Units 3 & 4

Rationale

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a language contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

Entry

Japanese Second Language is designed for students who do not have a Japanese background, that is, students who have learnt all the Japanese they know in an Australian school or similar environment. VCE Japanese Second Language is designed for students who have typically studied the language for at least 300 hours prior to the commencement of Unit 3. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Units 3 And 4

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information on a range of themes and topics. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Units 3 & 4 Assessment

School Assessed Coursework and 2 end-of-year examinations (an oral and written examination)

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examinations 50 percent

Mathematics: General Mathematics: Units 3 & 4

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

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

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

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

What do you need?

- You are required to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.
- You are required to use mental and by-hand approaches to estimation and computation.
- You are required to use technology, particularly your CAS calculator, for this study.

Contribution of School-assessed Coursework to final assessment

School-assessed Coursework for Unit 3 and Unit 4 will contribute 24 per cent and 16 per cent respectively to the study score.

External assessment

The level of achievement for Units 3 and 4 will also be assessed by two 1 ½ hour end-of-year examinations, each of which contribute 30 per cent. All of the content from the areas of study and the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Examination 1

This examination comprises multiple-choice questions covering all areas of study and assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts.

Examination 2

This examination comprises written response questions covering all areas of study and assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Note: *One bound reference, text book or bound note book and a CAS calculator and a scientific calculator may be brought into both the examinations as per VCAA guidelines.*

Mathematics: Mathematical Methods: Units 3 & 4

You must have already completed Mathematical Methods 1 & 2 to study Units 3 & 4

Mathematical Methods Units 3 and 4 extends the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

For Unit 3, students develop their understanding of functions. This includes investigating the properties of functions, relationships between functions, and an exploration of their graphs. Functions investigated include polynomial, exponential, logarithmic and circular functions. Consolidation of number skills include set notation and extending skills with algebraic techniques. Students also build on their understanding of calculus from Unit 2 with a review of differentiation and antidifferentiation, and introduce a range of rules including the chain, product and quotient rules. A key component is understanding the use of calculus, so focus is on applying their understanding of calculus with increasingly complex real world applications.

In Unit 4, students extend their understanding of data analysis, probability and statistics. This includes the study of random variables, discrete and continuous probability distributions, and the distribution of sample populations. Students explore sets of data with a range of modelling and application tasks.

The use of CAS calculators and other software is a key component of the course, as students develop their skills in using technology to explore patterns and relationships between functions and sets of data. Students are also introduced to the basics of computer programming, and use pseudocode as a tool to explore patterns in data and to help explain their understanding of mathematical algorithms.

What do you need?

- You are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.
- You are required to use mental and by-hand approaches to estimation and computation.
- You are required to use the graphical, symbolic and statistical functionality of the CAS technology for working mathematically.

Assessment:

- Unit 3 School-assessed Coursework – 20 %
 - Application task involving functions and calculus. 4-6 hours duration over 1-2 weeks
- Unit 4 School-assessed Coursework - 20%
 - Problems solving task involving data analysis, probability and statistics. 2-3 hours
 - Modelling task using skills covered across Units 1-4. 2-3 hours duration
- Examination 1 – 20%
 - 1 hour exam covering content and skills from both units.
 - No notes or CAS allowed.
- Examination 2 – 40%
 - 2 hour exam covering content and skills from both units.
 - Students can bring in a CAS calculator and a bound set of notes

Mathematics: Specialist Mathematics: Units 3 & 4

If you choose to do this subject, you must also be doing or have already completed Mathematical Methods Units 3 & 4.

Specialist Mathematics Units 3 and 4 consist of the areas of study: Algebra, number and structure, Calculus, Data analysis, probability and statistics, Discrete mathematics, Functions, relations and graphs, and Space and measurement. The development of course content highlights mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content.

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 & 2, Specialist Mathematics Units 1 & 2, and concurrent study or previous completion of Mathematical Methods Units 3 & 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 & 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Students are expected to:

- be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.
- have facility with relevant mental and by-hand approaches to estimation and computation.
- incorporate the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment.

School-Based Assessments

The student's level of achievement for Units 3 & 4 will be determined by School-assessed Coursework.

- School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

External Assessments

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

- **Examination 1** will contribute 20 per cent to the study score. It comprises short-answer and some extended-answer questions covering all areas of study. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills.
- **Examination 2** will contribute 40 per cent to the study score. It comprises multiple-choice questions and extended-answer questions covering all areas of the study. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Music Repertoire Performance: Units 3 & 4

Or

Music Contemporary Performance: Units 3 & 4

Rationale

Both studies are devised with the three focuses of Performing, Analysing for performance and Responding. Both studies can run concurrently, with the main difference being in the choice of musical styles performed by the student. For example “Repertoire performance” focuses on the music from the classical tradition and “Contemporary Performance” focuses on repertoire from traditions such as rock, pop, jazz, EDM, country, funk and R&B. As soloists and members of groups, students develop skills in preparing programs of music works, and apply musicianship as they create, interpret and analyse solo and ensemble works in a range of styles.

Entry

There are no prerequisites for entry to Unit 3. However, to undertake Units 3 and 4 Music Performance, students should have at least three years’ experience prior to Year 11 on a musical instrument or voice. Experience reading music notation is a requirement.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Units 3 & 4

The focus of these units is on the preparation of performances in solo and ensemble contexts, demonstrating through performance and understanding of interpretation, authenticity and meaning in music. Students choose to present for either a solo performance OR group examination in October.

Unit 3:

This unit prepares students to present convincing performances of group and solo works representing a range of styles and developing a variety of playing techniques. The focus for analysis is works and performances by Australian musicians and composers.

Unit 4:

In this unit students refine their ability to present convincing performances of group and solo works. In performance the focus is on shaping their performance and communicating their understanding of the music style of each work

Music contemporary performance

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Music repertoire performance

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Physical Education: Units 3 & 4

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts 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.

Entry

There are no prerequisites for entry to Unit 3.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to delay fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. 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 analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Units 3 & 4 Assessment

School Assessed Coursework and an end-of-year examination

Unit 3: School Assessed Coursework 20 per cent

Unit 4: School Assessed Coursework 30 per cent

Units 3 & 4: Examination 50 per cent

Physics: Units 3 & 4

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Unit Descriptions

Unit 3

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.

Unit 4

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

Assessments

- Unit 3 School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.
- Unit 4 School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Psychology: Units 3 & 4

Rationale

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour. In doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Entry

There are no prerequisites for entry in Unit 3. However, students who enter the study at Unit 3 will need to undertake preparatory work.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

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

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

Area of Study 1

- How does the nervous system enable psychological functioning?

Area of Study 2

- How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

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

Area of Study 1

- How does sleep affect mental processes and behaviour?

Area of Study 2

- What influences mental wellbeing?

Area of Study 3

How is scientific inquiry used to investigate mental processes and psychological functioning?

Students undertake a student designed scientific investigation in either Unit 3 or 4. This investigation draws on knowledge and skills developed across Units 3 and 4.

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 20 per cent

Unit 4: School Assessed Coursework 30 per cent

Units 3 & 4: End-of-year Examination 50 per cent

Art Making and Exhibiting: Units 3 & 4

Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

Entry

There are no prerequisites for entry to units 3 & 4.

Satisfactory completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Collect, extend and connect

The focus of this unit is to explore an art form of choice through a range of developmental work in a Visual Arts Journal. Students choose three artists as inspiration to help guide and influence their artmaking. After the exploration phase the students use this work to inform two artworks, present their work for critique and reflect on 'where to next?' in their artistic journey. Students visit art galleries and exhibitions to gain insight into the industry. A hypothetical exhibition is designed and proposed using the three inspiration artists.

Unit 4: Consolidate, present and conserve

In this unit students are actively engaged in artmaking to refine and resolve one finished artwork. Students present their work for critique and, from their research of exhibitions and spaces where artworks are displayed, consider how their own artwork will be displayed. Students actively engage with and explore galleries and consider conservation, care and presentation of artworks.

Units 3 & 4 Assessment

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent

Visual Communication Design: Units 3 & 4

Rationale

The study of VCE Visual Communication Design seeks to cultivate future-ready designers to work within a range of creative design industries. Students use their creativity and critical thinking to solve and develop design solutions that address different design problems.

Students use design to visually communicate messages, they design objects for manufacture, design built environments such as architecture, interior design, landscape design, display design and/or visual merchandising; and learn how to design interactive experiences (whether in app design, museum spaces, websites and gaming).

Drawing is used to visually represent ideas, appearances, and concepts. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They are taught a range of drawing methods, and computer-based skills to achieve manual and digital design solutions, that apply design elements and principles creatively.

Entry

There are no prerequisites for entry to units 3 & 4.

Satisfactory completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptors

Unit 3

Students design a sustainable object once they have learn about factors that impact design decisions, and the impact of design on people and our planet. Students apply their understanding of good design and circular design practices, and learn both past and present designed objects and consider how their context, economic, technological, cultural, environmental and social factors have influenced them.

Students will be taught a range of drawing and computer skills, using manual and digital drawing techniques. Students will do lots of drawing and use ideation sketches to generated and document ideas. They will learn to draw and represent three-dimensional form, and may create prototypes to represent their design concepts and solutions. In their own design practice, they use design thinking strategies to develop design ideas, applying design elements and principles. Students will present their creative work for critique and respond to feedback.

Unit 4

Students engage in practical tasks in the design of environments and interactive experiences in both physical and digital spaces. 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).

Students also look to historical movements and cultural design traditions as sources of inspiration, and consider how design from other times and places might influence designing for the future. Students also investigate culturally appropriate practices including representations of Aboriginal and Torres Strait Islander knowledge.

VCE Vocational Major (VM)

More detailed information is available from the Victorian Curriculum Assessment Authority (VCAA).

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

Rationale

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Entry

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Satisfactory Completion

Students must demonstrate the satisfactory achievement of the set of outcomes specified for the mandatory requirements of the VCE VM. The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures. Students who have completed the satisfactory completion requirements of the VCE Vocational Major will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Unit Descriptions

Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community.

Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills, and an awareness and use of appropriate technologies. Students will explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment. This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives.

Unit 3 & 4 Assessment

Each VCE VM unit of study has specified learning outcomes. All VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, are school-based and assessed through a range of learning activities and tasks.

The VCE VM studies does not contribute to an ATAR. There are no external assessments for the VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score.

Students studying a VCE VM Unit 3 and 4 subject are expected to sit a section of the GAT.

To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences.

Note: If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

What will the VCE VM program look like at Canterbury Girls' Secondary College?

	Literacy	Numeracy	Work Related Skills (WRS)	Personal Development Skills (PDS)	VET (certificate, level and hours)	Total
VCE VM Units 1 and 2 (from 2023)	VCE VM Literacy Unit 1	VCE VM Numeracy Unit 1	VCE VM WRS Unit 1	VCE VM PDS Unit 1	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 1 and 2 (180 hrs)	5
	VCE VM Literacy Units 2	VCE VM Numeracy Units 2	VCE VM WRS Unit 2	VCE VM PDS Unit 2		5
VCE VM Units 3 and 4 (from 2024)	VCE VM Literacy Unit 3	VCE VM Numeracy Unit 3	VCE VM WRS Unit 3	VCE PDS Unit 3	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 3 and 4 (180 hrs)	5
	VCE VM Literacy Unit 4	VCE VM Numeracy Unit 4	VCE VM WRS Unit 4	VCE PDS Unit 4		5
Total units	4	4	4	4	4	20

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

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

Can I combine VCE subjects with VCE VM subjects?

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

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

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

VCE VM Subject Overviews

Literacy

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

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate

health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

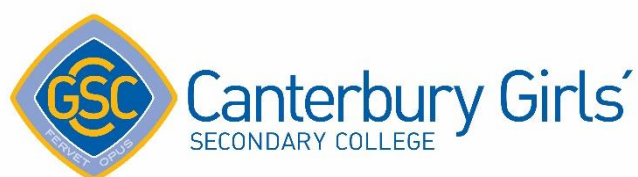
The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

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

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.