



2024 Curriculum Guide

Senior Secondary



MOTTO

Make a difference,
be the difference.

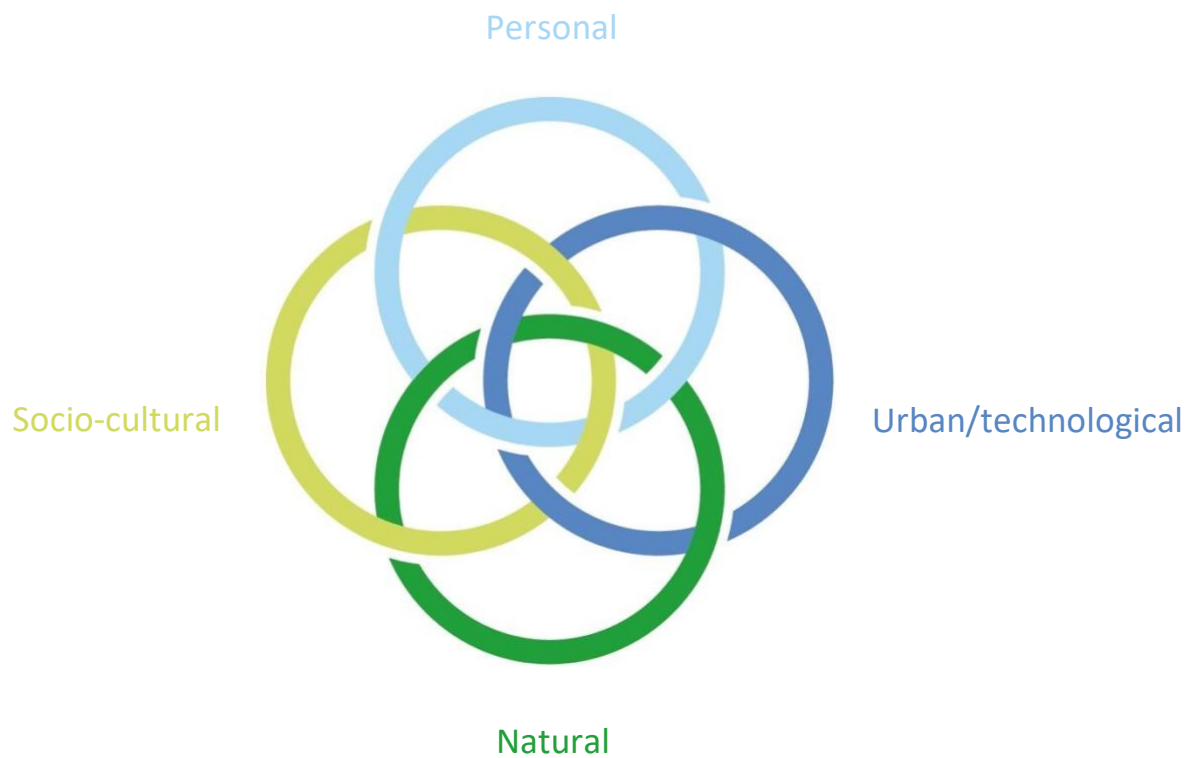
VISION

Education that makes
a difference today for
a sustainable and
thriving tomorrow.

VALUES

Compassion
Respect
Integrity
Creativity
... always with Courage

RINGS OF SUSTAINABILITY



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Principal's Message

Welcome to your senior years of study

Welcome to this special time in your schooling at Cornish College. The senior years of study are a time when you will discover just how capable you are, as you bring together the years of learning you have already experienced and apply them in a new and stimulating context.

While the choices you make now may provide a foundation for your future endeavours, most importantly they should also be the choices that suit your current passions, capabilities and interests. At Cornish College, we are helping you become agile, adaptive learners, capable of taking on future challenges because you will know how to seek understanding and to apply your learning skills in any situation. Whilst these might be the final years of your secondary schooling, they are by no means the final years of your education, no matter what pathway you choose.

This Senior Secondary Curriculum Handbook is an important resource to assist with your course selections, but it is certainly not the only resource. Our VCE team will guide you through a course selection process with our Student Futures and Pathways Leader, teachers who know you well, your parents and some of our Cornish College alumni. You are not on your own – in fact, this is the team that will support you through your final years of schooling at Cornish College.

Take your time reading this handbook and make a note of any questions you have along the way. It is important that you are aware of any prerequisites for future pathways you wish to pursue, and equally important that you are aware of the myriad of ways you might achieve your goals. Cornish College provides a senior studies program beyond boundaries, with access to VETiS, Virtual Schools Victoria and the Victorian School of Languages amongst other opportunities. I encourage you to find out more about them, in conjunction with the very broad range of subject offerings you will find in this handbook.

Remember, the course you choose for your senior studies is only part of the program at Cornish College. So much richness comes from engaging in the opportunities that bind us as a community – one you will ultimately be part of forever. I urge you to take part in all that Cornish College offers as it is designed to promote balance in your life as a senior student. Trust me – you'll need it!

I wish you much enjoyment in these next three years, along with challenge, growth and the important realisation that you really are a young person capable of great things that will make a difference in this world.



Nicola Forrest

1. Cornish College Victorian Certificate of Education

1.1. Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

The VCE provides diverse pathways to further study or training at university, TAFE or private providers, and to employment.

Students work towards their VCE over two or three years.

There are two levels of subject:

- Units 1 & 2 is at Year 11 level with Unit 1 being the first semester and Unit 2 studied in the second semester
- Units 3 & 4 is at Year 12 level with Unit 3 being the first semester and Unit 4 in the second semester

To complete the VCE, students are required to satisfactorily complete at least:

- 16 units of study
- Three units of English or Literature (with at least one unit at 3 & 4 level)
- Three sequences of Units 3 & 4 studies (6 units) in addition to English/Literature

Students at Cornish College typically complete:

- At least one Units 1 & 2 subject in Year 10. Currently, all our Year 10 students undertake at least one Units 1 & 2 study and possibly a second Units 1 & 2 Study
- Five Units 1 & 2 subjects and one Units 3 & 4 subject in Year 11. Units 3 & 4 are designed to be at a Year 12 standard but selected subjects may also be taken by students in Year 11. It may be appropriate that a student could study two Units 3 & 4 subjects in Year 11 following consultation and approval by school
- Five Units 3 & 4 subjects in Year 12

Over the senior years, in general, most students will study 24 units which will consist of at least two units taken in Year 10, 12 units taken in Year 11 followed by 10 Units in Year 12. This includes the compulsory English/Literature units.

All units are designed to take the same amount of study time which is one semester or approximately 50 hours of class time plus 40 to 50 hours of out of class time.

Students may enter studies at Units 1, 2 or 3, which may be the case if there is a subject change during Year 11. Students must undertake the Unit 3 of a study before entering Unit 4 of that study.

1.1.1 VCE Assessment

Unit Outcomes form the basis for satisfactory completion of VCE units. Each VCE unit includes a set of outcomes. All outcomes must be achieved for satisfactory completion of the given unit.

Units 1 & 2 (Year 11)

The Victorian Curriculum and Assessment Authority (VCAA) requires the school to only report on the satisfactory (S) or not satisfactory (N) completion of units undertaken by each student.

At Cornish College, students will complete a range of assessment tasks and at the end of each unit, an examination. This will be reported on through percentage and grade (letter grade scale of A+, A, B+, B, C+, C, D+, D, E+, E, UG) results that will give an indication of the level of proficiency the student has demonstrated in the subject. In addition to giving students an indication of the standard of work they are completing, it will also provide information for when students are selecting subjects for Units 3 & 4.

Units 3 & 4 (Year 12)

All studies have both school-based assessment – either School Assessed Coursework (SAC) or School Assessed Tasks (SAT) as well as external examinations. The VCAA requires schools to report on the S or N status of each unit completed as well as results for SACs and/or SATs.

- SACs are tasks written by the classroom teacher, taken over a short timeframe with classroom supervision. They can include a range of tasks including essays, reports, tests and case studies. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework, which can be accessed on the VCAA website www.vcaa.vic.edu.au

At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

- SATs are usually extended tasks, commonly in the form of a folio in the Arts and Technology subjects, completed over a longer period of time. The scores for SACs and SATs are forwarded to the VCAA and are subject to review based on

students' performances on the General Achievement Test (GAT) that is held in June. The VCAA will inform students of their level of achievement on School Assessed Coursework and Tasks.

In class we will use the acronyms SACs and SATs throughout Units 1 & 2 to help the students identify with the VCE terminology, however it is important to note that Units 1 & 2 assessment tasks are for internal reporting only. They are not sent to the VCAA and they do not go towards the ATAR score at the end of Year 12.

In some studies, there are designated assessment tasks that are not scored but are essential for determining S or N completion of Units.

Both SACs and SATs are scaled by VCAA against external assessment; this is to eliminate any cheating or variances in task difficulty.

- External examinations for Units 3 & 4 are conducted under rules of the VCAA in October and November each year. A Study Score for each Units 3 & 4 sequence on a 0-50 scale giving a distribution ranking of student performance (mean 30, standard deviation 7)
- In addition, all students studying Units 3 & 4 will sit the General Achievement Test (GAT)

When students have completed their VCE (at the end of Year 12), they receive an ATAR (Australian Tertiary Admission Rank) on a 0-99.95 scale giving a calculated percentile ranking in the relevant national age cohort.

1.1.2 VCE Enhancement Studies

Enhancement Studies provide highly able students with the opportunity to extend their interest in a subject by undertaking the study of a first-year university subject in Year 12. This can be intellectually rewarding and will count as a VCE study.

Enhancement Studies are equivalent in content and assessment to one first year university study in that discipline and will allow the successful student to proceed to second year study in that discipline at university. An increment of between 4.0 and 5.5 (in the aggregate score, NOT the ATAR score) will be awarded, depending on the level of results achieved in the tertiary study:

- If a student's results place them above the 80th percentile of the enrolled students for each of the units (at the providing university), the student will receive an increment of 5.5 points
- If a student's results place them above the 60th percentile of the enrolled students for each of unit, but not above the 80th percentile, the

student will receive an increment of 5 points

- If a student passes all units, but not above the 60th percentile of enrolled students for all units, the student will receive an increment of 4 points
- If the student does not pass all units, the student will receive zero increment

Students are selected by the school to participate in an Enhancement Studies program. To be eligible a student must:

- Be judged as an excellent student having demonstrated exceptional achievement in Units 1 & 2 of the selected discipline
- Be assessed as being likely to achieve a VCE study score greater than 40 in Units 3 & 4 of the selected discipline
- Take Units 3 & 4 of the selected discipline at the same time as the university study, or in some cases in the previous year
- Demonstrate the ability to undertake the study without adversely affecting their other VCE work

Please speak with the Academic Care Team Leader if you are interested in Enhancement Studies. A consistent 'A' grade is required. Applications close on 30 January 2024.

1.1.3 Unscored VCE

Students have the option of completing an unscored VCE program. This is for students without the intention of being formally internally assessed or sitting end-of-year exams. Students must still satisfactorily complete all unit outcomes to the required standard to achieve a 'Satisfactory' outcome. They would be eligible at the end of Year 12 to be awarded a VCE Certificate by VCAA, *however they would not receive an ATAR for the purposes of tertiary selection.*

1.1.4 Cornish Modified Program – Cornish Graduation Certificate

A further option for students is to complete Years 11 and 12 on a modified program. This would involve completing studies from the VCE subjects, but not formally completing prescribed Unit Outcomes or assessments. Students are not eligible for a VCE Certificate, but will graduate with their cohort and receive the Cornish College Graduation Certificate as acknowledgement of their achievement.

Please see the Academic Care Team Leader for more information.

What is the VCAA?

The VCE units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). It is through the VCE that a student can receive an ATAR or overall ranking score and gain a university place, typically via the Victorian Tertiary Admission Centre (VTAC).

What is the GAT?

GAT stands for General Achievement Test. It is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. **All students undertaking Units 3 & 4 sequences will be required to complete the GAT.**

The VCAA sets the GAT and applies statistical moderation procedures to all school-based assessments to even out the differences in marking standards that may occur from school to school. This is to ensure that the final results are comparable and fair across all students studying Units 3 & 4. Hence the GAT is an externally set and assessed test.

1.2. Vocational Education and Training in Schools

VETiS (Vocational Education and Training in Schools) programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications. Students undertaking a VETiS program have the opportunity to receive both a senior secondary qualification (VCE) and a nationally portable VET qualification.

All VETiS programs provide credit towards the unit completion of VCE. Most VETiS programs provide credit at Units 1 to 4 level. However, some programs provide credit at Units 1 & 2 level only. Some VETiS programs allow students at the end of the course to undertake an assessment set by VCAA which allows for provision of a Study Score and therefore can contribute to the ATAR.

Usually, students complete an external VET subject on Wednesday afternoons, depending on class availability.

The requirements for satisfactory completion of a VCE VET program are outlined in the relevant VCE VET program booklet supplied by the VET provider. Due to the individual nature of VET programs, interested students and their parents should consult directly with the VCE Coordinator and Student Futures and Pathways Leader in developing a VCE course containing VET programs.

Families should be aware of additional course costs associated with a VET subject. Cornish subsidises the costs but they are predominantly paid by families to the VET provider, and is in addition to normal school fees.

1.3. Structured Workplace Learning or School Based Apprenticeship

At Cornish College some of our students are wanting to complete a practical work-related experience during their senior years with the intention of moving from VCE, directly into a vocational pathway, ie an apprenticeship.

It may be possible for Cornish students to complete a VCE Applied program for 2024. This will give students a greater vocational focus and experience in their VCE program; the aim will be to minimise any loss of regular VCE class time. Each student would still achieve a VCE certificate and ATAR. In many aspects this is similar to a VCAL program.

Students would complete four VCE Units 1 & 2 subjects as well as their (i) VET and (ii) and one full day work placement, Structured Workplace Learning (SWL) or (iii) School Based Apprenticeship program. All students will complete English Units 1 & 2 and then select three other Units 1 & 2 subjects. Usually, students complete an external VET subject on Wednesday afternoon and a full-day work placement (SWL) on Fridays.

1.4. Flexible VCE Study Options

At Cornish College we aim to tailor individual courses for each student in order to meet the needs of their career pathway choices. This means students may:

- Access face-to-face style delivery of curriculum on campus, or
- Access courses at other educational institutions, or
- Undertake courses online or through distance education

As much as possible, our students are not restricted by timetable constraints, course restrictions, mode of delivery, or other boundaries.

1.5. VCE Procedures and Policies

For additional information on VCE policies, please refer to Appendix A.

2. What to Consider When Choosing Your VCE Course

One of the most important decisions students will make at school is their choice of subjects, or studies, throughout their VCE years. Each student's selection of studies is the end result of a discussion and process of considering a range of possible pathways. Decisions should be approached thoughtfully and thoroughly and all students should actively seek advice.

Our Senior Secondary Academic Program has been designed to allow students to pursue broad areas of academic interest. When choosing studies, students should consider the following factors:

- Select the studies you enjoy and that are of interest to you. Consider the ones in which you have previously achieved success. Motivation is very important for good outcomes, as is selecting studies that work to your particular strengths and talents. Look for any areas where you need pre-requisite studies. These may be for courses of study you hope to do (at school or beyond school) or for future career direction
- Be sure to discuss your course with people who know you, who are familiar with the studies and who are aware of the future directions that interest you
- Be aware of institution and course prerequisites. Many sources can be used including:
 - VTAC website (www.vtac.edu.au)
 - VTAC publications such as the VICTER and CHOICE (www.vtac.edu.au/publications.html)
 - JOB GUIDE to look at specific careers. (www.jobguide.thegoodguides.com.au)
 - VCAA "Where to now?" (www.vcaa.vic.edu.au/pages/vce/publications/WhereToNow/default.aspx)
 - Myfuture website to work out a career interest area or a pathway plan (www.myfuture.edu.au)
 - University or TAFE Open Days to complete research into your career pathway
 - The subject descriptors in this booklet
 - Our Student Futures and Pathways Leader who can provide advice
 - Cornish College course requirements, as well as recommendations and prerequisites for specific studies, are outlined in the study descriptions
 - Remember that studying Languages has special advantages in the VCE and beyond, provided you can perform well

It is important to note that many students will not have an exact plan for their school and post-school pathway. In which case, a flexible approach (or 'safety net' approach) should be developed. This will involve identifying subjects that are specific prerequisites for possible tertiary pathways, and then being able to be more flexible in the choice of remaining studies. You may select a program that has a specific orientation (eg Sciences, Arts, Business), or one of a more general nature. It is strongly recommended that you select at least two units of Mathematics, where possible, as this maintains the widest range of future course options.

2.1. Tertiary Entrance

Entry into most tertiary courses is based on one of, or a combination of, the Australian Tertiary Admission Rank, prerequisites and extra requirements.

2.1.1 What is the Australian Tertiary Admission Rank?

ATAR stands for Australian Tertiary Admission Rank. The Victorian Tertiary Admissions Centre or VTAC calculates a student's ATAR using the study scores for Units 3 & 4 subjects. The ATAR is an overall percentile ranking reflecting a student's Year 12 performance. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions. The ATAR is reported as a rank between 0.00 and 99.95 with increments of 0.05. An ATAR of 75.00 means that a student with that ATAR has achieved VCE results above 75% of the population of the relevant age group.

A student's ATAR is developed from an aggregate produced by adding:

- The scaled Study Score in one of English, English (EAL), Literature or English Language
- The three next highest scaled Study Scores permissible (which together with the English study make the "Primary Four")
- 10% of any fifth and sixth permissible scores that are available (these are called increments)

Up to six Study Scores may be used in calculating the aggregate, and all are adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies across the state.

Vocational Education and Training in Schools (VETiS) subjects can contribute to the ATAR. There are two main ways this can occur:

- Some VETiS subjects eg Hospitality, Sport and Recreation have assessments and an examination leading to a Study Score, which is scaled and included in the ATAR calculation like any VCE subject
- Other VETiS subjects eg Building or Games Design are simply assessed as 'Satisfactory' or 'Not Satisfactory'. If such a VETiS subject is satisfactorily completed it may count as a 5th or 6th subject in the ATAR calculation. Its contribution is found by calculating 10% of the fourth ranked VCE study score. However, if a student has completed six scored subjects in the VCE, the VET subject becomes the seventh subject and is therefore not counted in the ATAR

Other subject combinations may have restrictions on their use in ATAR construction, but we do not generally offer subjects, other than those mentioned above, which may conflict. Students undertaking additional subjects outside of Cornish College need to take care that these additional subjects can contribute to the ATAR. The Student Futures and Pathways Leader (VETiS Coordinator) has a list of these restrictions. The VTAC website also lists these restrictions on the ATAR section of their homepage at www.vtac.edu.au

The **ATAR Aggregate** is then put through a process which calculates an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of the student amongst the relevant age group in a given year. The highest rank is 99.95, the next highest 99.90, etc; the lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as *less than 30*.

For more information regarding the ATAR and scaling please refer to VCAA publications such the VICTER and the ABC of Scaling.

Important Considerations about ATARs and Scaling

An ATAR represents a student's performance across all of their studies and they are more likely to do well at subjects they enjoy.

Scaling of VCE subjects occurs each year and is a statistical process intended to ensure comparability of the scores of each subject compared to others. Whilst scaling can have an effect on the final ATAR calculation, past experience suggests that a student choosing a subject in which they are motivated and interested, will ensure them the best outcome. Scaling changes from year to year and is based on the performance of the cohort of a particular year.

2.1.2 What is meant by prerequisites?

For particular course, a student may also need to complete particular subjects – often at a minimum level, eg English with a score of at least 25.

Students are strongly advised to be familiar with prerequisites required to enter their chosen course as early as possible. The Student Futures and Pathways Leader can provide you with this information or it can be accessed on the VTAC website www.vtac.edu.au

2.1.3 What is meant by subject bonuses?

Subject bonuses provide additional bonuses to the ATAR – they can assist students to get into a specific course, if their ATAR is lower than the ATAR required.

2.1.4 What is meant by extra requirements?

About 40% of courses select students using individualised selection. For example, Art students may be required to present a folio of their work and attend an interview which usually consists of discussing the development of the work and other questions related to motivation, understanding their chosen profession, and knowledge of current practice. Journalism students may have to sit a test and drama and music students may have an audition. Sometimes students may be asked to fill in quite detailed application forms outlining their experience, career motivations, proof of commitment, etc.

The variety of these extra requirements is extensive and can be found in the *VTAC Guide for Prospective Students*, published every year and available through newsagents from late July. Past copies are held in the Careers Centre. Cornish College students will be personally prepared for these by their teaching staff and the Student Futures and Pathways Leader. Although the ATAR is still considered in this type of selection, it may not be the sole, or even the primary, selection tool.

2.2. Tertiary Two-Stage Selection Process

Many institutions use a model of selection for many of their courses based on the rank order derived from the ATAR. When this model is used, it incorporates the two-stage process.

2.2.1 Approximately 80% of the available places in the course are decided based on the ATAR alone.

2.2.2 To select the successful applicants for the remaining 20% of available places, the tertiary selection officer will take into account 'additional considerations'. These considerations may include completion of particular subjects, relevant work experience or Special Entry Access Scheme (SEAS) applications – see below. These additional considerations are available on the VTAC website.

The formulation of the ATAR, in conjunction with other factors such as quotas for available places, enable institutions to sort applicants into three groups:

- Those clearly in to be selected on their rank, that is, those with an ATAR above a particular rank
- Those clearly out to be rejected on their rank, that is, those with an ATAR below a particular rank, and
- Those in the middle rank (those with ATARs between the two particular ranks), for whom additional information needs to be considered before it is determined whether they will receive an offer. Institutions have supplied statements about factors, other than the ATAR, which they will use to decide which applicants in the middle band will receive offers

These factors, which will be used in addition to the specific course requirements, will establish the basis for an academic judgment about the rank ordering of applicants in the third group, as defined above, from which the balance of the course's quota will be filled.

Middle Band Selection

Courses using the ATAR and the two-stage process, select a significant proportion of applicants from the middle band. This will be at least 20%. Particular courses may give further guidance on this matter. Applicants in the middle band will be considered on the basis of the full range of their VCE studies and results with particular attention to results in prerequisite studies, unless otherwise indicated in the institution and/or course entry.

Applicants with special consideration will have such relevant factors taken into account in determining where applicants should be re-ranked into the middle

band and have this consideration taken into account when evaluating middle band applicants. Many courses in the VTAC system have indicated in their middle band selection statements that students will be deemed to have an ATAR aggregate or percentile ranks higher if they satisfactorily complete certain studies. This is altered by the selection officer for that particular course in question and does not apply to the student's ATAR in general.

2.3. Special Entry Access Scheme

Special Entry Access Scheme (SEAS) allows tertiary selection officers to give applicants special consideration for difficult circumstances that may adversely affect their studies. These may include a disability or medical condition, a disadvantaged financial background or difficult circumstances such as a family crisis.

SEAS does **not** change the ATAR. Nor does it exempt a student from completing the selection criteria eg a folio or an interview.

The two key parts of a SEAS application are:

- An *Impact Statement* written by the applicant and outlining how his/her studies have been impacted by the difficult circumstances
- A *Statement of Support* written by a relevant responsible person in which evidence and the impact are the key

SEAS applications are due in early October so that students wishing to apply should be organising, in particular, the statement of support well before that time. Documentation is required to support a SEAS application and so records and documents should be kept during the year. Please speak with the Academic Care Team Leader or Student Futures and Pathways Leader if you think you might be applying for SEAS.

3. Pathway Options After Leaving Cornish College

The vision for learning at Cornish College is to provide an education to develop our students into citizens who make a positive difference in contributing to a sustainable future.

We want our senior students to be equipped with the knowledge and skills to identify and work towards future learning and vocational pathways, with an understanding of their own developmental needs and support strategies.

As such, all education and career pathways will be personal. It is also important to note that current vocational research indicates that a young person entering the job market now, will have at least four different changes to their career. Being able to develop skills based on interest areas will maximise the flexibility of our students and predispose them to being lifelong learners.

When planning a career pathway, students should consider:

- What they enjoy
- What they are good at
- What aspects of their personality will suit them to a particular type of career
- What their ambitions are

Regardless of future learning or vocational pathways chosen by a student, their career success, and ability to make transitions over time, will be based on the level of formal qualifications.

Most Cornish College school leavers undertake further study at university, TAFE, or a registered training organisation.

3.1 University and TAFE courses

University studies are generally discipline-based and focus on theoretical and technical knowledge so that students can develop expertise in their area of study. Most university courses lead to a specific profession

and may be required as a minimum for particular fields of employment.

TAFE or other registered training organisations are more focused on learning for a specific vocation or learning at work. TAFE programs are varied, and courses satisfy a variety of interest areas. There are a range of levels of courses students can do to get further qualifications once they have finished their basic TAFE course. Many TAFE courses can qualify you for entry into degree courses at universities, with credits for your TAFE studies. Some TAFE courses may require candidates to present a folio of work, while others may require them to attend an interview, sit an aptitude test, or also have employment or previous work experience in a relevant area.

3.2 Apprenticeships and Traineeships

Students may choose to complete an apprenticeship or traineeship after completing Year 12. This combines a paid vocation while learning, with both on-the-job training and formal TAFE studies. Many employers prefer their new apprentices to have satisfactorily completed their Year 12 and have their driver's license.

There are more than 100 declared vocations (trades) to choose from that gives formal qualification with specific career learning.

Cornish College offers Structured Workplace Learning and School Based Apprenticeships as a way to complete a VCE program/qualification and begin vocation and trade qualification.

3.3 Working

Occasionally a student may intend to enter the labour market directly from school. This may be a suitable option, but they should remember that further training or study will help their career. Over their working career there is the possibility of flexible study arrangements available, including part-time, online and on-campus learning.

4. Selecting a Senior Secondary Academic Program

A student will usually complete in Years 10 to 12 for their VCE program the following:

- Year 10 program includes one or more VCE studies
- Year 11 program of up to six VCE studies
- Year 12 program of up to five VCE
- Four units of English*
- At least three sequences of Units 3 & 4 of particular studies, in addition to an English 3 & 4

**The English units may be selected from English, English Language and Literature Units 1 – 4.*

Cornish College offers a diverse range of VCE subjects and it is important to note that, with the exception of specific pre-requisite subjects, most tertiary pathways can be achieved from a variety of subject combinations.

This booklet contains an outline of all subjects being initially offered for 2024. *However, student subject choices and availability of resources will determine the combination of subjects to be delivered on campus.* Should a subject not be offered onsite, or if a student wants to follow a specific combination of subjects that cannot be accommodated, other study options, eg online/distance learning may be available and can be discussed with the Secondary Studies Program Leader.

Subject choice should be guided from a student's ability, intended career and requirements for subsequent study and vocational pathway.

Students should plan their subject selection based on:

- The two years of unit/subject combinations VCE in mind
- Being strongly encouraged for Year 11 students to complete a Units 3 & 4 subject, as this gives experience of the nature of assessment and workload required
- Students will complete both Units 1 & 2 of chosen subject
- The finalised subject combination at Year 11 will generally flow onto Year 12 the following year
- Unit 4 studies can only be completed after Unit 3 in a subject
- Changes of studies throughout the year, whilst possible, may have restricted alternative options

Further advice to assist students to identify possible subjects is included in the Advice and Pathways sections of each subject page, later in this guide.

Another useful resource, the VTAC Year 10 Guide, is designed to help you:

- Discover study opportunities for after you finish school
- Decide which study options are right for you
- Understand the requirements for these courses
- Learn about what the ATAR is and isn't, and
- Make decisions about your Years 11 and 12 studies.

Please note:

Specific institution/course prerequisites should always be confirmed with the Student Futures and Pathways Leader in the first instance, and the tertiary institution.

Cross Year Studies are those where a student studies a subject at a higher or lower level than their normal year.

The timetable structure for Years 10 to 12 enables cross year studies. A Year 10 student may study a Units 1 & 2 level subject while completing a core curriculum at Year 10. A Year 11 student may study a Units 3 & 4 sequence while all other subjects are at the Units 1 & 2 level. Students interested in these options should consult their teachers, speak with their parents and obtain and complete an *Expression of Interest for Cross Year Studies* form from the Secondary Studies Program Leader. Factors to be considered include attitude, behaviour, academic results, time management skills, maturity, past experiences, work habits, career pathway and future course needs.

Some subjects are not recommended for Cross Year Studies. This will be advised through consultation.

Units 3 & 4 subjects currently available for study at Year 11 without having completed Units 1 & 2 are:

- Business Management
- Biology
- Legal Studies
- Health and Human Development
- History
- Outdoor and Environmental Studies
- Psychology
- Theatre Studies

Planning Grid for VCE Program

Year 10	Year 10 Core Subjects <ul style="list-style-type: none"> • Year 10 English • Year 10 Maths (10 or 10 Advanced) • Year 10 Science 				<ul style="list-style-type: none"> • VCE Units 1 & 2 Option 1 <i>or</i> • Year 10 Language <i>or</i> • Design Futures 	<ul style="list-style-type: none"> • VCE Units 1 & 2 Option 1 <i>or</i> • Year 10 Language <i>or</i> • Design Futures 	<ul style="list-style-type: none"> • VCE Units 1 & 2 Option 1 <i>or</i> • Year 10 Language <i>or</i> • Design Futures 	See Year 10 Program details page 10
Year 11	<i>ENGLISH 1</i>							6 subjects 12 units
	<i>ENGLISH 2</i>							
Year 12	<i>ENGLISH 3</i>						<i>Study Period</i>	5 subjects 10 units
	<i>ENGLISH 4</i>						<i>Study Period</i>	

4.1 When choosing a VCE course it is important to be mindful of several key points

4.1.1 English

One subject of either English or English Language **must** be included as it is necessary in order for a student to satisfactorily complete their VCE and gain entry into a tertiary level course.

4.1.2 Mathematics

It is strongly recommended that students select at least two units of Mathematics where possible as this maintains the widest range of future course options. For example, failure to do any Mathematics in Units 1 & 2 means that a student will be unable to gain entry into any teaching programs at university level.

The choice of which Mathematics pathway to follow should be based on student ability, meets the requirements of any tertiary courses and has been discussed with one current Mathematics teacher.

It is not compulsory for a student to include a Mathematics subject in their VCE course, but they need to carefully check the implications of this.

4.1.3 Science

Some tertiary courses require specific science subjects and students need to conduct research into any specific courses they are interested in to check the prerequisite requirements.

When there are no specific pre-requisite science subjects and a student is considering tertiary pathways in science, Chemistry is probably the science subject that keeps more pathways open.

4.1.4 Visual and Performing Arts

The assessment in Visual and Performing Arts subjects includes significant practical, and/or portfolio development.

At times completing a limited number of Visual and Performing Arts subjects will allow students sufficient time to engage fully with their own unstructured and independent creative projects. Many tertiary institutions encourage students to present projects such as these alongside their formal portfolio during the interview phase of the selection process.

5. VCE Units Offered in 2024

YEAR 11 (Units 1 & 2)	YEAR 12 (Units 3 & 4)
English Language	
English	English
English Language	English Language
Mathematics	
General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods
Specialist Mathematics	Specialist Mathematics
Science	
Biology	Biology
Chemistry	Chemistry
Environmental Science	Environmental Science
Physics	Physics
Psychology	Psychology
Health and Physical Education	
Health and Human Development	Health and Human Development
Outdoor and Environmental Studies	Outdoor and Environmental Studies
Physical Education	Physical Education
Humanities	
Business Management	Business Management
Geography	Geography
History	History
Legal Studies	Legal Studies
Sociology	Sociology
Languages	
French	French
Japanese	Japanese
Technology	
Food Technology	
VET ICT Units 1 & 2	Software Development
Visual and Performing Arts	
Art Making & Exhibiting	Art Making & Exhibiting
Media	Media
Music Performance	Music Performance
Theatre Studies	Theatre Studies
Visual Communication and Design	Visual Communication and Design

6. Year 10 into VCE Pathways

Courses offered will be in response to research amongst the student body regarding future career directions, associated tertiary courses and VCE prerequisites, but will be chosen from:

	Year 10	Year 11 (Units 1 & 2)	Year 12 (Units 3 & 4)
English	English - compulsory	English English Language	English English Language
Mathematics	<i>Compulsory</i> Mathematics or Mathematics Advanced – <i>VCE Units 1 & 2</i> Specialist Mathematics (selected)	Mathematical Methods Specialist Mathematics General Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
Science	Science - compulsory <i>VCE Units 1 & 2</i> Biology Environmental Science Psychology	Biology Chemistry Physics Psychology Environmental Science	Biology Chemistry Physics Psychology Environmental Science
Health and Physical Education	Sport - compulsory <i>VCE Units 1 & 2</i> Health and Human Development Outdoor and Environmental Studies Physical Education	Health and Human Development Outdoor and Environmental Studies Physical Education	Health and Human Development Outdoor and Environmental Studies Physical Education
Humanities	<i>VCE Units 1 & 2</i> Business Management Geography History Legal Studies Sociology	Business Management Geography History Legal Studies Sociology	Business Management Geography History Legal Studies Sociology
Languages	Year 10 French Year 10 Japanese	French Japanese	French Japanese
Technology	<i>VCE Units 1 & 2</i> VET ICT Food Technology 1 & 2	VET ICT	Software Development
Visual and Performing Arts	<i>VCE Units 1 & 2</i> Media Music Performance Art Making & Exhibiting Theatre Studies Visual Communication Design	Media Music Performance Art Making & Exhibiting Theatre Studies Visual Communication Design	Media Music Performance Art Making & Exhibiting Theatre Studies Visual Communication Design
Other Pathways	VETDDS	VETDDS Structured Workplace Learning School Based Apprenticeship	VETDDS Structured Workplace Learning School Based Apprenticeship

7. Year 10 Program and VCE Pathways

In designing the Cornish College Year 10 curriculum we are ever mindful that young people – perhaps now more than ever – require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them rather than pressures and rushes them. With this in mind, Cornish College is developing a three-year Senior Secondary Program that strikes a balance between academic enhancement in response to student interest and readiness, and consolidation for areas of study that give necessary breadth to a Year 10 curriculum.

In recent times, there has been much discussion about the VCE (along with equivalent senior years programs across Australia) and the ATAR for their roles in shaping education into something that places students under pressure to compete for scores, to choose subjects and courses that are not always in their best interests and, what was initially designed to be a tool for determining entrance into university, has now, for many, become the goal. We believe that all students should be able to achieve their best possible outcomes at school. Whether that be measured by an ATAR or alternative outcomes, it should not come at the expense of mental health and wellbeing, nor at the expense of opportunities for students to thrive outside their school education.

It is for these reasons that Cornish College has implemented a three-year Senior Secondary Program that slows down, rather than speeds up the VCE years of secondary schooling. By accessing some VCE subjects in Year 10 that enhance the breadth of our program, students can spread out the completion of their VCE studies over three years. Ultimately, this can result in students choosing to study fewer subjects at a time each year as they work toward their certificate. Fewer subjects studied each year means we create time to ‘slow down’. We create time for personal development, time for wellbeing and time to immerse in the sort of education that Cornish College is committed to providing – Education for a Sustainable Future.

This program enables students to balance a challenging Year 10 curriculum with some acceleration into subjects usually reserved for study at Years 11 and 12. Cornish College maintains its commitment to providing students with the breadth of curriculum experiences afforded at the Year 10 level, whilst acknowledging the readiness of many students to engage in some studies at the VCE level. The Year 10 Curriculum Program therefore necessarily includes the study of core curriculum areas expected of a school offering a Year 10 curriculum.

In 2024 Year 10 students will have the opportunity to select aspects of their academic program. This will include a combination of VCE Units 1 & 2 studies, Year 10 Language, Design Futures and Explore. It is important to note that the completion of specific VCE Units 1 & 2 studies will depend on timetable availability, which is developed to prioritise Year 11 students and the Year 10 core curriculum. Generally, it is anticipated that Year 10 students will complete two VCE studies. To support diversity of learning pathways for each individual, it is possible that a student with appropriate academic development could complete three VCE studies, and that for most students there would be a minimum of one VCE study.

It is possible that students can select a VCE subject but choose to complete it at a Year 10 level. These students would complete differentiated learning tasks in the subject area which will be assessed against Year 10 assessment standards rather than against specific VCAA outcomes. They would not be enrolled in the subject with VCAA.

Year 10 students and families will identify multiple preferences for VCE studies in 2024 in two stages. An initial listing of student preference information will be used to determine the best available timetable combinations of VCE studies. Whilst every attempt will be made to accommodate each student, it may not be possible for certain subjects or combinations to be accommodated. Hence, a second stage of VCE preference selection will then occur for students/families to select from available 2024 class/timetable options.

Students and families will have the opportunity for discussions of academic pathways with senior secondary staff. Additionally, teachers of students this year will be asked for feedback on the suitability of proposed subjects.

Year 10 Curriculum Program

Subject		Periods (per cycle)
Year 10 English - compulsory		12 Periods
Year 10 Mathematics OR Year 10 Advanced - compulsory (Specialist Methods Units 1 & 2 by student testing/teacher recommendation)		12 Periods
Year 10 Science – compulsory, incorporating Health Education		12 Periods
Assembly, Chapel Service, Personal Sustainability		4 Periods
Sport		4 Periods
Student Choice 1	Selection of three from: <ul style="list-style-type: none">• Year 10 Language• VCE Units 1 & 2 subject(s)• Design Futures	12 Periods
Student Choice 2		12 Periods
Student Choice 3		12 Periods
<p>VCE Units 1 & 2 Subjects available for selection at Year 10</p> <p>Humanities</p> <ul style="list-style-type: none">• Business Management Units 1 & 2• Geography Units 1 & 2• History Units 1 & 2• Legal Studies Units 1 & 2• Sociology Units 1 & 2 <p>Science</p> <ul style="list-style-type: none">• Biology Units 1 & 2• Environmental Science Units 1 & 2• Psychology Units 1 & 2 <p>Health and Physical Education</p> <ul style="list-style-type: none">• Health and Human Development Units 1 & 2• Outdoor and Environmental Studies Units 1 & 2• Physical Education Units 1 & 2 <p>Technology</p> <ul style="list-style-type: none">• Food Technology• VET ICT Units 1 & 2 <p>Visual and Performing Arts</p> <ul style="list-style-type: none">• Art Making & Exhibiting Units 1 & 2• Media Units 1 & 2• Music Units 1 & 2• Theatre Studies Units 1 & 2• Visual Communication and Design Units 1 & 2 <p>NB: The availability of VCE studies within the Year 10 timetable is dependent on the Years 11 and 12 VCE subject blocking and completion of compulsory Year 10 subjects</p>		

8. VCE SUBJECTS

English



Year 10 into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
English	English (compulsory)	Must do one of: - English - English Language	Must do one of: - English - English Language

English

Advice and Pathways

Students studying English should consider the following:

This subject will suit you if you enjoy...

- Reading texts independently
- Understanding current issues
- Making connections between what you are studying and the 'real world'
- Writing extended responses in a variety of different styles (not short answer responses)
- Improving writing

This subject can lead to a pathway in the following areas...

Journalism, teaching, acting, historian, speech pathology, marketing, media, publishing, librarian, writer, editor, public relations.

Other subjects that complement this subject include...

- Humanity subjects such as History and Politics, which include skills that transfer into the analysis of texts
- Philosophy and other subjects which ponder the nature of our existence

Further considerations

An English Study must be completed and included in top four study scores in contribution to the ATAR. The range of skills and texts covered is broad and complement the skills needed in most career pathways and for communication. You will learn to think critically and analyse, which are important skills you need in any career. There are a variety of texts studied, from novels to plays and shorter articles.

Subject Overview

This study aims to develop competence in the understanding and use of English for a variety of purposes in order to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Units 1 & 2 Areas of Study (New Study Design in 2024)

Unit 1 Area of Study 1: Reading and Exploring Texts

Unit 1 Area of Study 2: Crafting Texts

Unit 2 Area of Study 1: Reading and Exploring Texts

Unit 2 Area of Study 2: Exploring Argument

UNITS 1 & 2

The focus of these Units is on the reading, and exploring and creating of a range of texts. Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. Students contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience and draw parallels with their own observations of the world and have the opportunity to create their own texts for chosen audiences and purposes.

Developing analytical writing about a text provides students with opportunities to build skills, to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Units 3 & 4 English in 2024 (New Study Design in 2024)

Reading and responding to texts

This involves the analysis of two set texts - one in Unit 3 and one in Unit 4.

Creating texts

Students read and engage with mentor texts in order to produce their own writing. Students will produce multiple pieces of writing and will deconstruct their authorial decisions.

Analysing Argument

Students analyse the use of argument as well as written and visual language in contemporary media texts. Students apply this understanding in the development of their own persuasive oral presentation.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and Examinations: <ul style="list-style-type: none">- Unit 3 School Assessed Coursework 25%- Unit 4 School Assessed Coursework 25%- Examination 50%

English Language

(NB: new Study Design pending at time of publication)

Advice and Pathways

Students studying English Language should consider the following:

This subject will suit you if you enjoy...

- Communication: reading independently; writing to the needs of the audience; sharing information; writing to the needs of the audience; using numeracy
- Planning and organising: collecting, analysing and organising information
- Teamwork
- Problem solving
- Self-management: evaluating and monitoring own performance
- Initiative and enterprise: generating a range of options; initiating innovative solutions; being creative
- Technology: using IT to organise data
- Learning: managing own learning; having enthusiasm for ongoing learning

This subject can lead to a pathway in the following areas...

Journalism, teaching, acting, historian, speech pathology, marketing, media, publishing, librarian, writer, editor, analytics, consultancy, researcher, sociologist, linguistics.

Other subjects that complement this subject include...

- English
- History and how it links to our modern world
- Global Politics
- Sociology
- Philosophy
- Mathematics
- Science

Further considerations

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

Subject Overview

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

Metalinguage underpins the key knowledge and key skills in each of the four units. Students are required to understand and use the metalinguage contained in the unit and area of study introductions, the key knowledge and skills, and the metalinguage lists for Units 1 & 2, and Units 3 & 4.

UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Area of Study 1: The nature and functions of language

Area of Study 2: Language Acquisition

UNIT 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of First Nations' languages. Students consider the cultural repercussions of the spread of English.

Area of Study 1: English across time

Area of Study 2: Englishes in contact

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

In this unit students investigate 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 through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Area of Study 1: Informal language

Area of Study 2: Formal language

UNIT 4: LANGUAGE VARIATION AND IDENTITY

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Area of Study 1: Language variation in Australian society

Area of Study 2: Individual and group identities

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	Percentage contributions to the study score in VCE English Language are as follows: - Unit 3 School Assessed Coursework 25% - Unit 4 School Assessed Coursework 25 % - Examination 50%

Mathematics



Year 10 into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Mathematics	<p>10 Mathematics <i>or</i> 10 Advanced (10A) Mathematics</p> <p>VCE Option Specialist Mathematics Units 1 & 2 (by invitation)</p>	<p>General Mathematics Mathematical Method Specialist Mathematics</p>	<p>General Mathematics Mathematical Methods Specialist Mathematics</p>

Mathematics Pathway Options In VCE

Introduction

Mathematics is the study of function, relationships and patterns in algebra, number and structure, graphs, proof and logic, space, measurement, data analysis, probability and statistics. It is a study that is designed to provide skills to access worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. Mathematics promotes student awareness of the importance of Mathematics in everyday life in a technological society, and develops confidence in the use of mathematical ideas, techniques and processes.

Mathematics studies are designed to enable students to:

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations
- Use technology as an effective support for mathematical activity

Entry into Units 1 & 2

General Mathematics requires satisfactory completion of a Year 10 Mathematics Study (except Foundation Mathematics). Mathematical Methods requires satisfactory completion of 10 Advanced Mathematics.

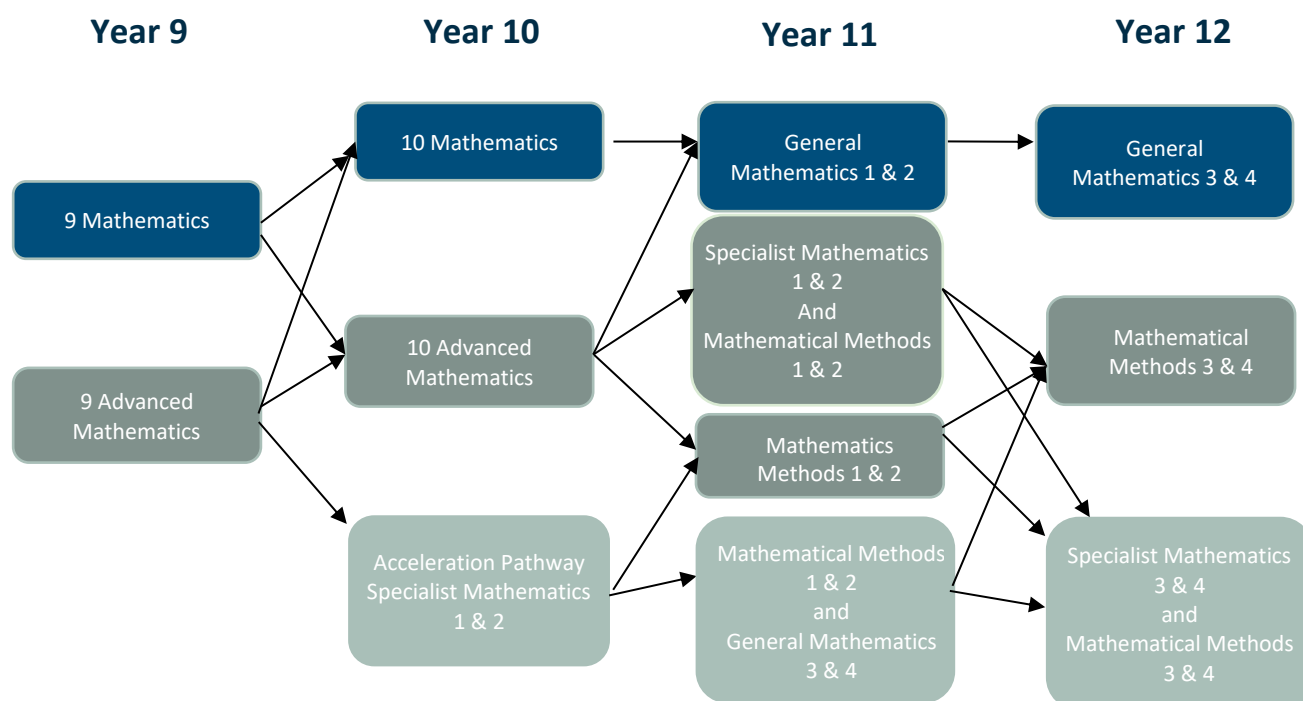
Entry into Units 3 & 4

Units 1–4 have been developed as a sequence, with Units 1 & 2 covering assumed key knowledge and key skills as preparation for Units 3 & 4.

Units 3 & 4 Specialist Mathematics is to be taken in conjunction with Mathematical Methods Units 3 & 4.

Technology

Students are required to have a TI-Nspire CX II CAS calculator *and the online code that comes with the CAS* for all mathematics subjects.



General Mathematics

Advice and Pathways

Students studying General Mathematics should consider the following:

This subject will suit you if you enjoy...

- Topics Data and statistics
- Learning mathematics relevant to work and personal lives
- Learn new topics of mathematics such as Networks and Matrices

General Mathematics Units 1 & 2 caters for a range of student interests and provides preparation of the study of VCE General Mathematics Units 3 & 4.

General Mathematics is for students who like mathematics and who cope well with the application of statistics, financial applications, using algebra and Discrete mathematics.

This subject can lead to a pathway in the following areas...

Accounting, administration, architecture, arts, finance, business, economics, health sciences, marketing, medical sciences, sport and outdoor recreation and teaching.

Other subjects that complement this subject include...

- | | |
|-----------------------|--------------|
| • Accounting | • Health |
| • Biology | • History |
| • Business Management | • Psychology |
| • Chemistry | • Sociology |
| • Economics | |

Further considerations

Students must check that this subject meets the requirements for any tertiary courses they are considering. Students MUST purchase the *TI-Nspire CX II CAS* calculator and subscribe to Edrolo through the booklist.

Prerequisites

Units 1 & 2 General Mathematics assumes students have achieved satisfactory grades in Year 10 Mathematics for all areas. Units 1 & 2 General Mathematics is assumed key knowledge and key skills as preparation for General Mathematics Units 3 & 4

Subject Overview

General Mathematics is the study of data analysis, probability and statistics, algebra, number and structure, relations and graphs, measurement, networks and matrices. On completion students will understand and manage their environment. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

UNITS 1 & 2

General Mathematics Units 1 & 2 is designed for students who would like to continue onto a Year 12 Mathematics course. Students will develop the skills to analyse and interpret statistical data with and without technology. They will establish an understanding of how to use the CAS calculator efficiently and accurately.

The Areas of Study are:

Unit 1

1. Data analysis, probability and statistics: Investigating and Comparing Data distributions
2. Algebra, number and structure: Arithmetic and Geometric Sequences
3. Functions, relations and Graphs: Linear functions, graphs, equations and models
4. Discrete mathematics: Matrices

Unit 2

1. Data analysis, probability and statistics: Investigating relationships between two numerical variables
2. Discrete mathematics: Graphs and Networks
3. Functions, relations and Graphs: Variation
4. Space and Measurement: Space, measurement and applications of trigonometry

UNIT 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics with a focus on data analysis, recursion and finance, matrices and networks.

There are two Areas of Study:

- Data Analysis, probability and statistics
- Discrete mathematics

OUTCOMES

These Areas of Study each have three Outcomes:

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

Outcome 2: To apply mathematical facts, concepts, models and techniques from the topics covered in each unit to investigate and analyse extended application problems in a range of contexts.

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4	
A variety of work related to outcomes is assessed by the school. Assessment may include class work, tests, investigations, problem solving tasks, assignments and exams.	Unit 3 School Assessed Coursework	24%
	Unit 4 School Assessed Coursework	16%
	Examination One	30%
	Examination Two	30%

Mathematical Methods

Advice and Pathways

Students studying Mathematical Methods should consider the following:

This subject will suit you if you enjoy...

- Manipulating algebraic expressions, exploring transformations of graphs, investigating rates of change, studying statistical measures and applying the mathematical concepts to real life situations
- Working with more advanced algebraic functionality, graphs, complex calculations and abstract concepts

This subject can lead to a pathway in the following areas...

Statistician, engineering, surveyor, mathematician, economist, scientist, architect, pilot, commerce, business, actuarial studies, and teaching

Other subjects that complement this subject include...

- Chemistry
- Economics
- Physics
- Software Development
- Specialist Mathematics

Further considerations

Students must check that this subject meets the requirements for any tertiary courses they are considering. Students **MUST** purchase the *TI-Nspire CX II* CAS calculator and subscribe to Edrolo through the booklist.

Prerequisites

Units 1 & 2 Mathematical Methods assumes students have achieved comprehensive understanding of content studied in Year 10 Advanced Mathematics. Comprehensive understanding of Unit 1 & 2 Mathematical Methods key knowledge and skills is required preparation for Mathematical Methods Units 3 & 4.

Subject Overview

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

UNITS 1 & 2

Mathematical Methods Units 1 & 2 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics. Students will require and establish strong algebraic skills. They will apply techniques, routines and processes with and without the use of technology as applicable. Students will develop an understanding of the power of the CAS calculator and an ability to use it efficiently and accurately. The units are designed as preparation for Mathematical Methods Units 3 & 4.

There are four Areas of Study:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Mathematical investigation

UNITS 3 & 4

Mathematical Methods Units 3 & 4 is the study of functions and graphs, algebra, calculus and probability. Assumed knowledge from Mathematical Methods Units 1 & 2 will be drawn upon. The selection of content from the Areas of Study is constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used. Students also develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.

There are four Areas of Study:

- Algebra, number and structure
- Functions, relations and graphs
- Calculus
- Data Probability and statistics

OUTCOMES

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

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

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
A variety of work related to outcomes is assessed by the school. Assessment may include class work, tests, investigations, problem solving tasks, assignments and exams.	Unit 3 School Assessed Coursework 20%
	Unit 4 School Assessed Coursework 20%
	Examination technology free 20%
	Examination technology assisted 40%

Specialist Mathematics

Advice and Pathways

Students studying Specialist Mathematics should consider the following:

This subject will suit you if you enjoy...

- Working mathematically and manipulating algebraic expressions
- Thinking abstractly
- Studying mathematics and consider it to be your strongest subject
- Mathematics and if you are considering studying engineering or further mathematical studies at university

This subject can lead to a pathway in the following areas...

Statistician, engineering, surveyor, mathematician, economist, scientist, actuarial studies, teaching.

Other subjects that complement this subject include...

- Algorithmics
- Economics
- Physics
- Students studying Specialist Mathematics Units 3 & 4 should also study Mathematical Methods Units 3 & 4

Further considerations

Students must check that this subject meets the requirements for any tertiary courses they are considering. Students MUST purchase the *TI-Nspire CX II CAS* calculator and subscribe to Edrolo through the booklist.

PREREQUISITES

Units 1 & 2 Specialist Methods assumes students have a comprehensive understanding of content studied in Year 10 Advanced and, or 9 Advanced Mathematics.

Units 3 & 4 Specialist Mathematics must be completed concurrently with Mathematical Methods Units 3 & 4. Comprehensive understanding of Units 1 & 2 Specialist Mathematics and Mathematical Methods key knowledge and skills is required preparation for Specialist Mathematics Units 3 & 4.

Subject Overview

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving.

UNITS 1 & 2

Specialist Mathematics Units 1 & 2 provides a course of study for students who wish to undertake an in-depth study of Mathematics. The emphasis will be on concepts, skills, processes related to mathematical structure, modelling problem solving and reasoning. There is a strong emphasis on algebra and rigorous mathematics. Taken in conjunction with Mathematical Methods (CAS) Units 1 & 2, will allow for preparation for Specialist Mathematics Units 3 & 4.

The Areas of Study include:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement

UNITS 3 & 4

Specialist Mathematics assumes concurrent or previous study of Mathematical Methods Units 3 & 4. This course allows students to develop an understanding of mathematical structure, proof and establish fluency in the application of techniques, routines and processes in the topic areas. They will further develop rigorous mathematical reasoning skills and understand the power of mathematics to model situations.

Areas of Study:

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Space and measurement
- Data analysis, probability and statistics
- Calculus

OUTCOMES

Outcome 1: Students should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

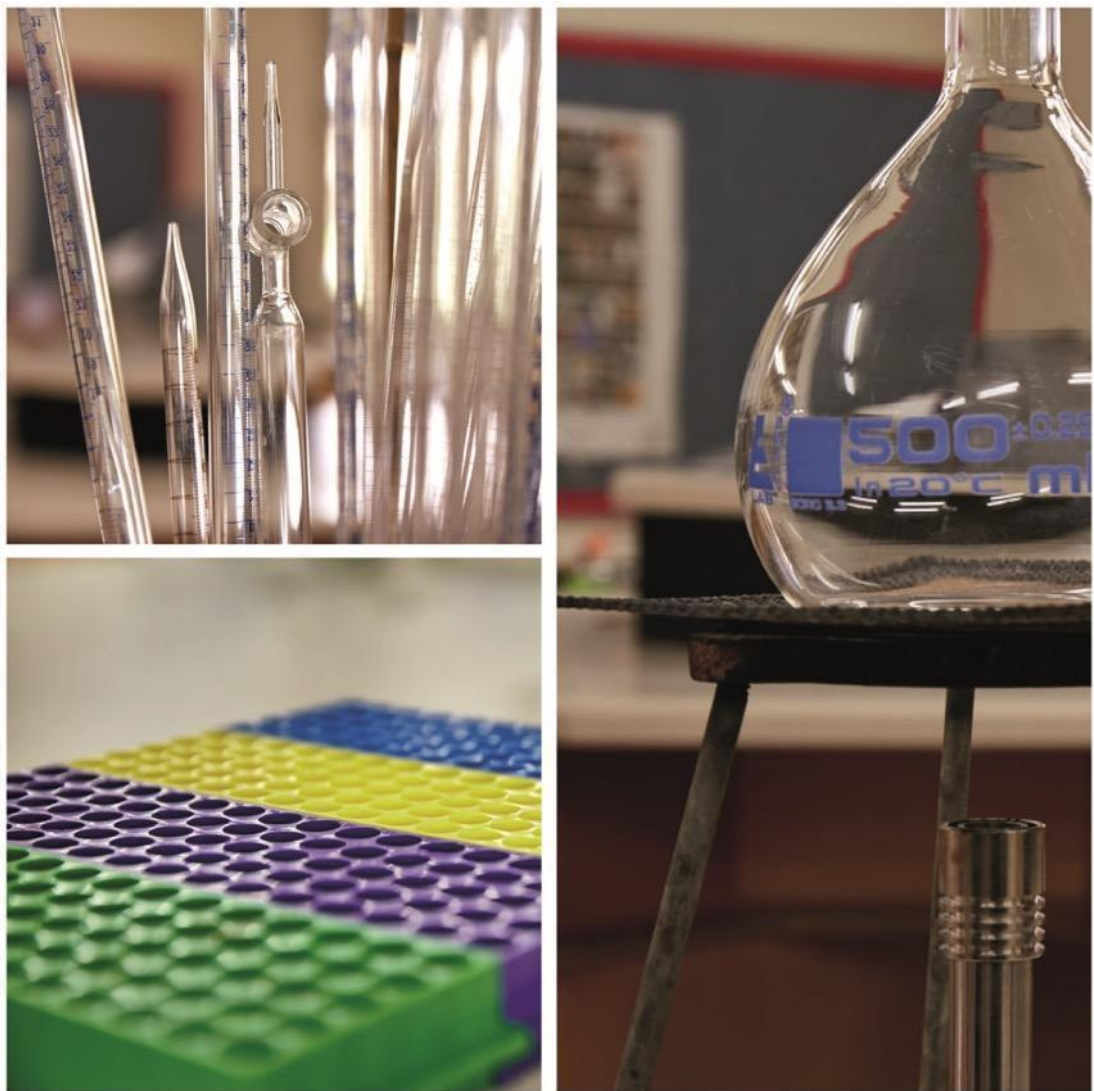
Outcome 2: Students should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4	
A variety of work related to outcomes is assessed by the school. Assessment may include class work, tests, investigations, problem solving tasks, assignments and exams.	Unit 3 School Assessed Coursework	20%
	Unit 4 School Assessed Coursework	20%
	Examination technology free	20%
	Examination technology assisted	40%

Science



Year 10 Into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
SCIENCE	Science (compulsory) <i>VCE Options:</i> Biology Psychology Environmental Science	Biology Chemistry Physics Psychology Environmental Science	Biology Chemistry Physics Psychology Environmental Science

Biology

Advice and Pathways

Students studying Biology should consider the following:

This subject will suit you if you enjoy...

- Learning about the world around you and further developing scientific literacy
- Understanding how living organisms exist and interact from a cellular level though to the level of the biosphere
- Establishing connections between concepts
- Applying understanding of key concepts to solve complex problems
- Using specific vocabulary related to key biological principles and concepts
- Conducting experimental investigations
- Working both independently and collaboratively with peers

This subject can lead to a pathway in the following areas...

General science, health and medical science, animal studies, agricultural science and environmental science.

Biology is a subject that will further develop student's scientific literacy and will be an asset to many higher education courses at both university and TAFE.

Other subjects that complement this subject include...

- Environmental Science
- Chemistry
- Health and Human Development
- Mathematics
- Physical Education
- Psychology

Further considerations

VCE Biology builds on the foundational biological knowledge studied in Year 10 and is an accessible science subject that focuses on life and the interaction within, and between, living things and the environment. There is a level of numeracy involved in establishing understanding of key concepts and analysing data, however, this is significantly less when compared to Chemistry and Physics. Students should check with the Student Futures and Pathways Leader for prerequisite studies for tertiary courses.

Subject Overview

Biology is the study of living organisms, life processes, and the different levels of organisation from the cellular level through to the level of the biosphere. It includes the study of interactions within, and between, living things and the environment. It explores the unity and continuity of life as well as diversity and change.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

A student-adapted or student-designed scientific investigation is undertaken and involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is undertaken and relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. 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. Students 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.

A student-designed scientific investigation is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4 and the design, analysis and findings of the investigation are presented in a scientific poster format.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Chemistry

Advice and Pathways

Students studying Chemistry should consider the following:

This subject will suit you if you enjoy...

- Curious about the world around you and why it is the way it is?
- Developing an understanding of natural phenomena
- Conducting experimental investigations and presenting and analysing data
- Conducting independent and collaborative research
- Solving problems in a logical and systematic manner, many of which will require proficiency in mathematics
- Reading and summarising scientific texts
- Memorising details and facts such as formulae, principles and laws
- Using specific vocabulary related to key chemical principles and concepts

This subject can lead to a pathway in the following areas...

Engineering, geological sciences, microbiology, oceanography and science education, the health and medical sciences, sports sciences, food sciences, agriculture. Chemistry provides students with excellent preparation to undertake a range of studies in tertiary courses in a range of studies at many universities.

Other subjects that complement this subject include...

- Arts/Technology
- Biology
- Health and Human Development
- Humanities
- Languages
- Mathematics
- Physical Education
- Physics

Further considerations

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in space, to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain the properties of all materials, how they interact and react, for natural phenomena at the molecular level.

Subject Overview

Chemistry is the study of matter. Its behaviour and interactions are studied through a thematic approach. Students have opportunities to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. Together, the four units of study provide a comprehensive coverage of chemistry at this level.

There are no prerequisites for entry to Units 1 & 2 but students are strongly advised that they should have performed well in Chemistry at Year 10 to have a likelihood of success at Years 11 and 12. In view of the sequenced nature of the study it is advisable that students undertake Units 1 – 4. Each Area of Study involves the design and performance of experiments, including the generation, collection and evaluation of experimental data.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the

original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored. Throughout the unit, students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. The unit concludes with students carrying out a significant research investigation.

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

(New Study Design in 2024)

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE? (New Study Design in 2024)

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 School Assessed Coursework 20% - Units 4 School Assessed Coursework 30% - Examination 50%

Environmental Science

Advice and Pathways

Students studying Environmental Science should consider the following:

This subject will suit you if you enjoy...

- Engaging with nature, people and the world
- Science, but are not sure which type of science - Environmental Science has it all
- Conducting a broad range of experimental investigations
- Applying what you have learnt to solve complex problems
- Making a difference now and in the future in whatever career you end up in

This subject can lead to a pathway in the following areas...

There are many career options such as Environmental Scientist roles with organisations such as the Commonwealth Scientific Industrial and Research Organisation (CSIRO) or the Environmental Protection Agency (EPA); many environmental graduates work for federal, state or local governments. They conduct research, manage natural resources, advise on policy, manage conservation areas and/or wildlife, educate and verify that organisations are following regulations. You might find a career in helping manage the environmental footprint of developers, industry, or mining or engineering companies. If the outdoors is your thing, then it's possible to use your skills and knowledge in every corner of the world from the barrier reef to Antarctica with research institutions or ecotourism, parks and wildlife, forestry, fisheries and wildlife management.

Environmental Science is a multidisciplinary science and in a world with increasing human population, loss of biodiversity and pressures on the natural environment from resource use and climate change you might use these skills in education or raising environmental awareness within the not-for-profit advocacy sector.

Fortunately, there is more and more attention being paid to the importance of looking after nature as a critical component of sustainability so your skills and understanding will be in demand and critical for a sustainable future.

Other subjects that complement this subject include...

- Biology
- Chemistry
- Geography
- Global Sustainability
- Outdoor and Environmental Studies
- Physics

Further considerations

Sustainability and the natural environment are central to the ethos of Cornish College and students have a significant prior understanding of the nature of the subject, particularly from the Year 9 Science course which has explicit links to the content and concepts. Students should check with the Student Futures and Pathways Leader for prerequisite studies for tertiary courses.

Subject Overview

Environmental Science is an interdisciplinary science that explores interactions and interconnectedness between humans and their environments. It analyses the functions of both living and non-living elements that sustain Earth systems.

The study includes how the relationships between the atmosphere, biosphere, hydrosphere and lithosphere produce environmental change over a variety of time scales. Students investigate how humans modify their environments and how the consequences of these changes affect local and global contexts. Pollution, biodiversity, energy use and climate change are studied. Case studies, research and modelling, as well as frameworks and theories, are examined to help understand how Environmental Science has evolved and how it continues to evolve.

Students will engage in a variety of inquiry-based tasks which link theory, knowledge and practice from laboratory investigations, fieldwork, the use of technologies, simulations, case studies, animations and literature reviews. They will hypothesise, collect and analyse data, make recommendations and communicate their findings.

UNIT 1: HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

Students will examine the four interacting systems of the Earth and explore the physical requirements for life. They will investigate how ecosystems function, and how local, regional and global ecosystems interact over time. Students will carry out ecosystem monitoring, and learn how conditions such as plant productivity, soil fertility, water quality and air quality can be altered. Data is collected to determine patterns and students will learn to explain the interactions between environmental processes. Students will explore the impact of short/medium/long term changes on the environment, investigate their causes and how they can help us to predict and manage future change – whether natural or man-made. For Area of Study 3, students will design and complete a scientific investigation relating to ecosystem components, monitoring or change.

UNIT 2: WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

Waste is an issue at all levels of society from the playground to the poles. Students will study the characteristics of pollutants, how they can be measured and monitored, and how issues relating to pollutants can be managed when they inevitably arise. As part of this, they will also investigate food and water security as complex problems that are facing current and future generations. Complexities of pollution management in the environment are addressed in Area of Study 2 and students will investigate and respond to a local case study related to pollution.

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

In this unit, students will examine the concept of sustainability and the importance of biodiversity to all living things. They will apply sustainability principles to environmental management strategies and analyse the threats to biodiversity. Students will do this through a case study approach – investigating a threatened endemic animal species. This provides an opportunity to get an in-depth understanding of the impacts that a growing human population have on the natural environment.

UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

In this unit, students investigate Earth's climate and the different factors that lead to its variability. They will investigate and compare a range of energy sources, both renewable and non-renewable and evaluate their suitability and consequences.

A student-designed investigation relating to biodiversity, environmental management, climate change or energy use will be completed for Area of Study 3.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Unit 3 School Assessed Coursework 20% - Unit 4 School Assessed Coursework 30% - End-of-year Examination 50%

Physics

Advice and Pathways

Students studying Physics should consider the following:

This subject will suit you if you enjoy...

- Developing an understanding of our current knowledge of the fundamental components of matter, their physical interactions, and the space time in which they exist
- Applying mathematics to solve problems involving physical interactions
- Understanding how things work
- Conducting experimental investigations
- Analysing and presenting data

This subject can lead to a pathway in the following areas...

Research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography.

Physicists also work in cross-disciplinary areas such as architecture, bushfire research, climate science, education, forensic science, geology, materials science, neuroscience, oceanography and sports science.

Other subjects that complement this subject include...

- Humanities
- Mathematics
- Sciences

Further considerations

The study of Physics has profoundly influenced the world. A contextual approach to the study has been adopted so that students appreciate the relevance of Physics to the physical, technological and social worlds. *While not required, it is recommended that students are, at least, taking Mathematics Methods if they are considering studying Physics.*

Subject Overview

Physics seeks to understand and explain the physical world. It examines the models and ideas used to make sense of the world which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. Physics provides students with opportunities to explore questions related to the natural and constructed world. An important feature of undertaking this study is the opportunity to engage in a range of inquiry tasks that may be self-designed to develop key science skills and to interrogate the links between theory and practice. Students work collaboratively as well as independently on a range of tasks.

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics,

bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY? (New Study Design in 2024)

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: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

(New Study Design in 2024)

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.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: <ul style="list-style-type: none"> - Unit 3 School Assessed Coursework 30% - Unit 4 School Assessed Coursework 20% - Examination 50%

Psychology

Advice and Pathways

Students studying Psychology should consider the following:

This subject will suit you if you enjoy...

- Conducting investigations, presenting and analysing data
- Using specific vocabulary related to key psychological principles and concepts
- Memorising details and facts such as the names and functions of specific neural structures
- Conducting independent and collaborative research
- Reading and summarising scientific texts
- Solving problems

This subject can lead to a pathway in the following areas ..

Social work and justice, health and medical sciences, welfare

Other subjects that complement this subject include...

- Arts/Technology
- Health and Physical Education
- Humanities
- Languages
- Mathematics
- Sciences

Further considerations

Psychology concerns itself with the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach and conduct their research into the human condition. Students should check with our Student Futures and Pathways Leader for prerequisite studies for tertiary courses.

Subject Overview

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

A person's thoughts, feelings and behaviours are influenced by the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

UNIT 4: HOW IS WELLBEING SUPPORTED 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 lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Unit 3 School Assessed Coursework 20% - Unit 4 School Assessed Coursework 30% - Examination 50%

Health and Physical Education



Year 10 into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Health and Physical Education	Sport Compulsory <i>VCE Options:</i> Health and Human Development Physical Education Outdoor and Environmental Studies	Health and Human Development Physical Education Outdoor and Environmental Studies	Health and Human Development Physical Education Outdoor and Environmental Studies

Health and Human Development

Advice and Pathways

Students studying Health and Human Development should consider the following:

This subject will suit you if you enjoy...

- Lots of hands-on discussion
- Analysis of data and linking of key material
- Learning how to improve your health outcomes and those of others around the world

This subject can lead to a pathway in the following areas...

The career prospects from the subject are broad, leading to courses such as international studies and aid, nutrition, community health research and policy development, humanitarian aid work, allied health practices, education, health science, health promotion, nursing, and other types of health professions.

Other subjects that complement this subject include...

- Biology
- Food Studies
- Physical Education
- Psychology

Further considerations

VCE Health and Human Development is designed to foster health literacy. As individuals and global citizens, students develop their ability to navigate information and evaluate healthcare initiatives and interventions. Students take this capacity with them when they leave school and can apply their learnings in positive ways through any future challenges.

The study of Health and Human Development aims to enable students to:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- Develop understanding of the Australian healthcare system and the political and social values that underpin it
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- Apply the objectives of the United Nations' sustainable development goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- Propose and implement action to positively influence health, wellbeing, and human development, outcomes at individual, local, national and/or global levels

Subject Overview

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

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

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Outdoor and Environmental Studies

Advice and Pathways

Students studying Outdoor and Environmental Studies should consider the following:

This subject will suit you if you enjoy...

- Drawing information from your own experiences and interactions with particular outdoor environments such as rivers, mountains, bushland, urban parks, mining/logging sites, farms and state or national parks
- Reflecting on these environments and discussing sustainable practices and the importance of environmental health
- Remembering, understanding, applying, reflection and researching

This subject can lead to a career pathway in the following areas...

National park ranger, environmental conservationist, outdoor education teacher, outdoor recreation officer, environmental scientist, Aboriginal education officer.

Other subjects that complement this subject include...

- Biology
- Geography
- Health and Human Development
- Physical Education

Further considerations

Outdoor and Environmental Studies is a Units 3 & 4 subject offered at Year 11. Assessment requirements include attending all of the camps and practical experiences. In combination with this there is a significant theoretical component to complement the practical experiences, which focuses on outdoor recreation and also heavily on the environment and human interaction with the environment.

Subject Overview

VCE Outdoor and Environmental Studies is concerned with the ways in which humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. It provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Activities: Outdoor experiences in this study include small groups of students undertaking self-sufficient experiences in more remote outdoor settings and may include bushwalking, cross-country ski touring, sea kayak touring, mountain biking, naturalist activities, conservation activities and surfing. Students will need to be highly organised and self-motivated as this study will involve them undertaking outdoor adventure activities (1 to 2 trips of 3 to 5 days per unit). Such as:

- Travel into terrain in which contact is restricted in comparison to day-to-day life
- Exposure to the natural elements with less protection than is provided in day-to-day life
- Natural environmental challenges requiring greater reliance on personal resources than required in day-to-day life

UNIT 1: CONNECTIONS WITH THE OUTDOOR ENVIRONMENTS

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students examine the dynamic nature of relationships between humans and their environment.

UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Physical Education

Advice and Pathways

Students studying Physical Education should consider the following:

This subject will suit you if you enjoy...

- Developing an understanding of theoretical knowledge and then applying this knowledge in a practical setting
- Enhancing physical performance in chosen sports
- Sports science
- Understanding how the body works

This subject can lead to a career pathway in the following areas...

Sport scientist, strength and conditioning coach, PE teacher, health promotion officer, community health project officer, sports coach, fitness instructor, personal trainer, physiotherapist, sports administration, massage therapist. In terms of university courses, it leads to courses such as (but not limited to); exercise science, human movement, physiotherapy and other related courses, health sciences, sports management, community health courses and physical education teaching.

Other subjects that complement this subject include...

- Biology
- Chemistry
- Health and Human Development
- Physics
- Psychology

Further considerations

This is a theoretical subject that is complemented by practical activities. The practical component is designed to enhance theoretical learning through participation. An approximate amount of practical activity would be a period per fortnight. Year 11 students can apply to study Units 3 & 4.

Subject Overview

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

UNIT 1: THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing, as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

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.

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.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Humanities



Year 10 Into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Humanities	VCE Options Business Management Legal Studies History Sociology Geography	Business Management Legal Studies History Sociology Geography	Business Management Legal Studies History Sociology Geography

Business Management

Advice and Pathways

Students studying Business Management should consider the following:

This subject will suit you if you enjoy...

- Discussions and debates
- Memorising facts and vocabulary
- Discussing real life case studies and current news events
- Debating ethical dilemmas

This subject can lead to a career pathway in the following areas...

Advertising, entrepreneurship, business ownership, marketing, banking, finance, project management, journalism, real estate, recruitment and human resource management.

Business Management is also an excellent subject for students who are interested in a vocational pathway, including apprenticeships and traineeships and those with the ambition of establishing their own business.

Other subjects that complement this subject include ...

- Applied Computing
- Economics
- Legal Studies

Further considerations

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Subject Overview

Year 11 Business Management focuses on the necessary entrepreneurial skills and tools to plan and start up your own successful small business. Topics include entrepreneurs, types of businesses, sources of finance, creating your own mock-up business as well as a marketing excursion to Chadstone.

Year 12 Business Management examines how different people within large organisations work to achieve the objectives of their organisation. Students gain an insight into the decisions that need to be made as well as the various jobs that are needed for a business to become successful. Units 3 & 4 cover topics such as business ethics and corporate social responsibility, motivational theories, management styles, stakeholder obligations and the need for businesses to adapt to modern changes like globalisation. This culminates with an excursion to a large-scale corporation like Yakult or Thank You.

UNIT 1: PLANNING A BUSINESS (New Study Design in 2024)

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

Unit 1 provides the skills and knowledge needed to become an entrepreneur and a range of business types and the steps needed in establishing a business. Students are required to complete a business design project where they take a unique product or service idea and plan out the steps in getting their business up and running.

UNIT 2: ESTABLISHING A BUSINESS

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

The vital functions of marketing and public relations are also studied.

UNIT 3: MANAGING A BUSINESS (New Study Design in 2024)

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

Students visit one large manufacturing organisation to observe a real operations environment and meet the managers who make it happen.

UNIT 4: TRANSFORMING A BUSINESS

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
A variety of tests, case-studies and 'make your own' business projects	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Geography

Advice and Pathways

Students studying Geography should consider the following:

This subject will suit you if you enjoy...

- Communication: sharing information
- Planning and organising: collecting, analysing and organising information
- Teamwork: working as an individual and as a member of a team
- Initiative and enterprise: initiating innovative solutions
- Problem-solving: applying a range of strategies to problem solving
- Technology: using information technology to organise and communicate meaning
- Learning: managing own learning

This subject can lead to a career pathway in the following areas...

Forestry, tourism, sustainability, town planning, spatial technology, politics (local/state/federal government), international development, media, finance, international trade, NGOs, international agencies, aid, public affairs, strategic planning, journalism, public relations, lobbyist, social researcher, law.

Other subjects that complement this subject include...

- Biology
- Chemistry
- English
- Environmental Science
- History
- Mathematics
- Philosophy
- Physics
- Politics

Subject Overview

Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

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

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

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability.

UNIT 1: HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people, including:

- Geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- Hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- Biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- Technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events

Area of Study 1: Characteristics of hazards

Area of Study 2: Response to hazards and disasters

UNIT 2: TOURISM - ISSUES AND CHALLENGES

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

Area of Study 1: Characteristics of tourism

Area of Study 2: Impact of tourism – issues and challenges

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 includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. 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. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- Deforestation
- Desertification, and
- Melting glaciers and ice sheets

Area of Study 1: Land cover change

Area of Study 2: Land use change

UNIT 4: HUMAN POPULATION - TRENDS AND ISSUES

In this unit 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.

In this unit, 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 economic, social, political and environmental impacts on people and places.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Area of Study 1: Population dynamics

Area of Study 2: Population issues and challenges

LEVELS OF ACHIEVEMENT

UNITS 1 & 2 (YEAR 10)	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: <ul style="list-style-type: none"> - Unit 3 School Assessed Coursework 25% - Unit 4 School Assessed Coursework 25% - Units 3 & 4 Examination 50%

History

Advice and Pathways

Students studying History should consider the following:

This subject will suit you if you enjoy...

- Independent thinking, reading, independent research, and developing critical thinking skills
- Being able to look at sources and examine their strengths and weaknesses

This subject can lead to a career pathway in the following areas...

Historian, public servant, teacher, archivist, journalist, detective.

History is an empowering pathway into many higher education courses, including arts degrees, and other social sciences. Employers like it because it demonstrates good independent learning skills, research, and critical thinking skills.

Other subjects that complement this subject include...

- Art
- Economics
- Legal Studies
- Politics
- Other investigative subjects

Further considerations

'To understand our present and future, we must understand our past.'

Subject Overview

UNIT 1: MODERN HISTORY (1900 – 1945)

In Unit 1, students investigate the nature of social, political, economic and cultural change in the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that have defined our modern world and how these changed the way people lived their lives.

Students explore these changes through a choice of topics that arose out from the end of empires after World War I such as the rise of the Nazi regime in Germany. This culminates in an excursion and investigation of the holocaust as we question how it was allowed to occur. Social change in the 1920s is also a point of investigation as is the work of artists, musicians and filmmakers. How did their work reflect the spirit of change in their times and how did general society react to this change? Individuals and ideologies are also a point of investigation as we analyse the consequences of World War I and the causes of World War II.

UNIT 2: MODERN HISTORY (1945 – present)

In Unit 2, students explore the nature and impact of the Cold War as well as the challenges and changes to existing political, economic and social structures in the second half of the twentieth century.

The period saw challenges to the established order in many countries. We consider some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social changes. Rivalry between the superpowers was played out in the arts, propaganda, sport, the space race, nuclear weapons production and political influence over developed and emerging nations.

Students also explore how individuals and groups expressed their views and demands for change through events like the Vietnam War, the Civil Rights movement in the USA, decolonisation and even revolution. The unit finishes by investigating the issues for our current millennium with a focus on terrorism, the Middle East conflict or the modern social and political movements for change that are playing out in our current world.

UNIT 3 & 4: REVOLUTIONS

In Units 3 & 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of the American, French or Russian Revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4	
Individual school decision on levels of achievement	Units 3 & 4 School Assessed Coursework	50%
	Examination	50%

Legal Studies

Advice and Pathways

Students studying Legal Studies should consider the following:

This subject will suit you if you enjoy...

- Memorising facts and vocabulary
- Argumentative discussion
- Being process driven

This subject can lead to a career pathway in the following areas...

- Solicitor, barrister, legal assistant, judge, police officer

Other subjects that complement this subject include...

- Business Management
- Economics

Further considerations

Students may have the opportunity to visit a range of Law Courts as part of their studies.

Subject Overview

Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

UNIT 1: GUILT AND LIABILITY

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

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

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

UNIT 3: 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. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: THE PEOPLE AND THE LAW

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

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
A variety of work related to outcomes is assessed by the school	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Sociology

Advice and Pathways

Students studying Sociology should consider the following:

This subject will suit you if you enjoy...

- Critical thinking
- 'Community of inquiry'-based learning
- Lots of group discussion
- Independent research tasks, reading texts and articles and written reflections
- Considering social dynamics and human behaviour as these are often complicated in that there is no clear 'right or wrong' answer

This subject can lead to a career pathway in the following areas...

- Law, arts, fine arts, government, city planning, social work, education, any medical field where they have to consider ethics eg biology, psychology.

Other subjects that complement this subject include...

- English and English Literature
- Politics
- Economics
- History
- Sciences- where you need to consider the validity of science and truth
- Psychology - looking at the brain

Further considerations

To understand how our society runs and why we live the way we do.

Subject Overview

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective. Rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. Students examine key theories regarding family, deviance, ethnicity, community and social movements. Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. Sociologists work to develop a reliable and valid body of knowledge, based on research.

UNIT 1: YOUTH AND FAMILY

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

UNIT 2: SOCIAL NORMS: BREAKING THE CODE

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance, and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

UNIT 3: CULTURE AND ETHNICITY

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian First Nations’ culture, and ethnicity in relation to migrant groups. This involves a critical exploration of the historical suppression of, and increasing public awareness of Australian First Nations’ culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian First Nations’ culture. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group, based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

UNIT 4: COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies and investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Units 3 & 4 School Assessed Coursework 50% - Examination 50%

Languages



Year 10 into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Languages	French Japanese	French Japanese	French Japanese

Japanese

Advice and Pathways

Students studying Languages should consider the following:

This subject will suit you if you enjoy...

- Communicating with others
- Understanding how languages work
- Developing cross-cultural understandings
- Exploring socio-cultural attitudes and values

This subject can lead to a career pathway in the following areas...

Education, law, business, tourism, hospitality, politics, art and media. Language learning could open an opportunity to study and work abroad. Language skills will enhance one's study and work and make overseas experiences more enjoyable. Languages complements all areas of studies at tertiary levels including humanities, sciences, medicine, engineering, business and vocational studies.

Other subjects that complement this subject include...

- English and English Language
- History
- Science
- Politics and Global Studies
- Art
- Food Studies
- Applied Computing
- Economics

Further considerations

Students need to have satisfactory skills in the language to continue the subject. Consultation with the language teacher is required for students who have background in the language and have not completed the subject in the previous year.

As a result of government policy to encourage the study of languages and to reflect the different levels of competition in different studies, study scores in Languages are scaled up during the scaling process. Each VCE Language is adjusted up but it is not a uniform adjustment. Here are some examples based on the 2021 scaling report:

[French]

STUDY SCORE	VTAC SCALED STUDY SCORE
25	36
30	41
35	45

[Japanese]

STUDY SCORE	VTAC SCALED STUDY SCORE
25	32
30	38
35	42

Further to the adjustment of scores, students who successfully undertake the challenges of studying a higher-level of mathematics subject and a language in their VCE program will be awarded the VCE Baccalaureate. This prestigious accolade serves as an additional form of recognition for students, highly regarded by tertiary institutions. The achievement of the VCE Baccalaureate demonstrates a strong academic foundation, therefore further enhancing a student's prospects for future educational pursuits.

French

Subject Overview

Learning a language promotes understanding of different attitudes and values and provides students with a direct means of access to the rich and varied culture of different communities around the world. French is the only language other than English spoken on five continents. Currently being the most frequently taught language across the world after English and spoken as an official language in 28 countries, French is an obvious choice as a VCE subject to prepare students to operate in an ever more global world.

The study of VCE French continues the development of the skills of listening, speaking, reading, writing and viewing. The focus is on enhancing the student's ability to communicate and to understand and appreciate the socio-cultural contexts, ideas and information. The course will vary slightly each year to respond to the needs and interests of students in class.

UNIT 1

In this unit, students are developing an understanding of the language and cultures of French speaking communities through comparing schooling and school life in France and Australia. They will also learn about cultural differences in the life of teenagers in France and Australia in relation to leisure activities, social interactions with friends and the use of social media. In addition, they will research and present ideas about a specific French speaking country. Students will deepen their understanding of the language through the revision and study of verb tenses, such as the present, future and past tenses as well as compound tenses. Furthermore, they will extend their vocabulary and language skills related to the study of the selected topics.

UNIT 2

As well as specifically developing students' writing skills on the topic of health and wellbeing, the focus for Unit 2 is the understanding of culturally significant aspects of the language and culture of France. The topics studied will include significant French scientific discoveries as well as the in-depth study of a region of France. Through the study of these topics, students will develop skills and knowledge that enable them to understand the language as well as communicate in French. Careful consideration will be given to relevant vocabulary and grammatical structures for the selected topics as well as to developing an understanding of text-types and specific language skills to present information, ideas and opinions.

UNIT 3

In this unit students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of communication technologies, sustainability and the belief that the French have that travel can have a positive and transformative impact on young people. They access and share useful information and consolidate and extend vocabulary and grammar knowledge and language skills based on their individual needs. Students are encouraged to consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities and how it can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

UNIT 4

In this unit students investigate aspects of French-speaking communities and culture, considering cultural perspectives and language and explaining personal observations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities in order to engage in a discussion in their VCE Oral Examination in October each year. Students consolidate and extend vocabulary, grammar knowledge and language skills in their preparation for the end-of-year Written Examination.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	Unit 3 School Assessed Coursework 25%
	Unit 4 School Assessed Coursework 25%
	Oral Examination (October) 12.5%
	Written Examination (November) 37.5%

Japanese

Subject Overview

Japanese is a language which opens doors to an Asian culture and society with which Australia has established lasting contacts. The culture introduces students to a new way of life and a different perspective on world issues. The language is useful in many professions but also introduces students to a different mode of expression and social nuances. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies. Japanese studies at VCE continue the development of the skills of listening, speaking, reading and writing. Students will recognise a wider range of kanji in reading and also actively use more kanji in writing. With more knowledge students will gain a greater appreciation of Japan, its traditions and people.

UNIT 1

Students are introduced to ways of socialising in Japan by conversing about themselves, their family and friends in a more natural way using more sophisticated vocabulary and expressions. In addition, they will be able to understand some cultural differences between the daily routines of Japanese and Australian students. Students also develop their understanding of the plain form of Japanese and use it in numerous grammar patterns. Furthermore, they will be learning the language necessary to express their opinion and preferences, make comparisons, as well as explain reasons and consequences.

UNIT 2

The focus in the second half of the Year 11 Japanese course is on travelling to Japan. Students are therefore introduced to the language and cultural information needed to engage in and obtain maximum benefit out of their Japan trip and exchange program. They will learn to shop and order meals independently, ask directions, share experiences and make decisions and suggestions. They will also learn and reinforce the unique etiquette of visiting and staying in a Japanese home and visiting a Japanese school.

UNIT 3

Students are introduced to the many traditions and annual celebrations of the Japanese people, as well as how life and leisure has changed through the years. They will also learn the language necessary to express intentions and plans for the future including study, travel and career. The language of persuasion is developed, as well the skills necessary to support decisions through analysing the benefits and limitations of a given situation.

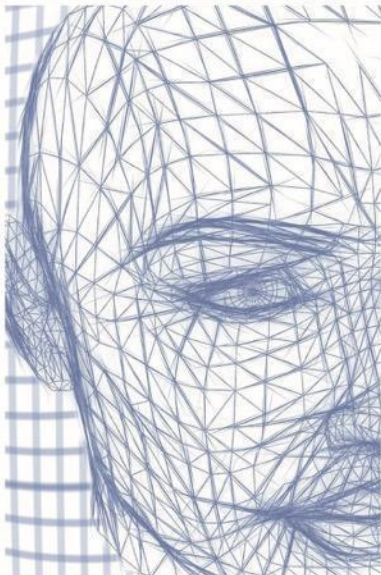
UNIT 4

Language necessary to discuss issues related to the environment, society and technology will be introduced in preparation for the Detailed Study – an in-depth study of a current issue in Japan. Topics will vary from year to year, depending on the interests of a particular cohort. Through various texts, videos and articles students research their topic to successfully engage in a discussion about the topic in their VCE Oral Examination in October each year.

ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	Unit 3 School Assessed Coursework 25% Unit 4 School Assessed Coursework 25% Oral Examination (October) 12.5% Written Examination (November) 37.5%

Technology



Year 10 Into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Technology	<i>VCE Options</i> Food Technology VET ICT	Food Technology VET ICT	Food Technology Software Development

Food Technology

Advice and Pathways

Students studying Food Technology should consider the following:

This subject will suit you if you enjoy...

- Hands on/practical processes, vocabulary and independent research
- Health and wellbeing including dietary analysis
- Studying and exploring the origins of food including influences - international, historical, cultural and indigenous
- Food production, processing and manufacturing industries
- Australian cuisine
- Product development and analysis
- Scientific experiments
- Team and individual work

This subject can lead to a career pathway in the following areas...

Nutritionist, dietician, health sciences, food scientist, food law, health promotion, food sustainability, product development, consumer science, food technology educators, hospitality industry, food manufacturing, food stylist and food photographer

Other subjects that complement this subject include...

- Chemistry
- Biology
- Business Management
- Health and Human Development

Further considerations

Students should have a passion for food and a willingness to experiment with new ingredients. This course involves both theoretical and practical work.

Subject Overview

UNIT 1: FOOD ORIGINS

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

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

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

UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3: FOOD IN DAILY LIFE

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

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

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4: FOOD ISSUES, CHALLENGES AND CULTURES

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

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 consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

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

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 30% Unit 4 School Assessed Coursework: 30% Units 3 and 4 Examination: 40%

VCE VET Information and Communications Technology

Advice and Pathways

Students studying VCE VET Information and Communications Technology should consider the following:

This subject will suit you if you enjoy...

- Engaging with various digital technologies, hardware, software and systems
- Problem solving and applying your learning to a broad range of complex problems
- Applied practical learning
- Conducting independent and collaborative research

This subject can lead to a career pathway in the following areas...

Broad range of careers in the ICT industry where you utilise the skills of problem solving, engineering, management, design, training and research. Careers in various roles including but not limited to ICT Support, Helpdesk Support, ICT operations support, ICT Engineering, ICT User Support, Network Administration, Website Development and Social Media Administration.

Other subjects that complement this subject include...

VCE VET Information and Communications Technology can be undertaken with a range of other VCE Studies, including Media, Business Management, Systems Engineering.

Further considerations

Written, practical and theoretical components are part of the subject.

A VCE VET program can provide students with:

- An opportunity to learn workplace/industry level skills
- Credit in VCE Units 1 - 4
- A direct contribution to the ATAR (students complete SACs, an exam at the end of the year and receive a Study Score)
- Enhanced employment opportunities
- A VET qualification recognised throughout Australia

Subject Overview

The VCE VET Information, Digital Media and Technology program provides learners with future-ready ICT skills and knowledge to prepare them for a successful ICT career. ICT covers all areas related to processing, manipulating, and managing information. Employing nearly 450,000 Australians, the Information and Communications Technology (ICT) sector continues to grow and change. As it evolves so too do the ICT skills required by employers to meet the challenges of our transforming economy. Businesses in this sector provide expertise in information technology through writing, modifying and testing software and providing user support for software, hardware and cloud technologies. The digital media sector includes the design and production of multimedia and games for platforms including PC, console, online and mobile. As Australian consumer spending on these games rises, considerable growth is expected to come from mobile games in particular.

The program is suitable for students who have an interest in Digital Technologies and wish to acquire and develop the skills, knowledge and confidence to work in the area of Digital Information, Communication, Digital Media and Technology, in a range of topics and areas.

It affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields – software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

Organisational and specialist activity skills are developed through the units of competency undertaken. Students undertake a dual VCE VET sequence which provides them with a VET qualification and the VCE Units 1 & 2/3 & 4 sequence.

UNITS 1 & 2 (YEAR 1) – to be offered in 2024

BSBXTW01	Work in a team
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBCRT301	Develop and extend critical and creative thinking skills
ICTPRG302	Apply introductory programming techniques
ICTICT213	Use computer operating systems and hardware
ICTSAS214	Protect devices from spam and destructive software
ICTSAS308	Run standard diagnostic tests
ICTGAM301	Apply simple modelling techniques

UNITS 3 & 4 (YEAR 2) – to be offered in 2025

ICTSAS310	Install, configure and secure a network
ICTSAS305	Provide ICT advice to clients
ICTSAS309	Maintain and repair equipment and software
ICTSAS304	Provide basic system administration
ICTICT313	Identify IP, ethics and privacy policies in ICT environments

LEVELS OF ACHIEVEMENT

VCE UNITS 1 & 2	VCE UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - School Assessed Coursework 66% - End-of-year Examination 34%
VET CERTIFICATE III	
Students must satisfactorily demonstrate Competency in each practical component, across the two years, to be awarded the Certificate III Qualification. Students who do not complete both years will be awarded with a Statement of Attainment.	

Software Development Units 3 & 4

Advice and Pathways

Students studying Software Development should consider the following:

This subject will suit you if you enjoy...

- Logical thinking and problem solving
- Thinking outside the box
- Creativity
- Mathematics

This subject can lead to a career pathway in the following areas...

Students who study Software Development may lead to a course and career in:

- Computer science
- Software engineering
- Design and technology
- Science

Other subjects that complement this subject include...

- Mathematics
- any Science subject
- Algorithmics
- Product Design and Technology
- Media Studies
- Visual Communications

Further considerations

Changes in the use of Information Technology will continue to impact on all aspects of society and be increasingly integrated into everyday living.

Subject Overview

This subject is about the use of information technology to solve problems on both a personal and business level. Several software packages are studied including databases, web authoring and spreadsheets.

UNIT 3: SOFTWARE DEVELOPMENT

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. By examining a range of software design representations and interpreting these when applying specific functions of a programming language to create working modules, students are able to respond to given software designs and develop a set of solutions through the use of a programming language. Students use the skills developed in the programming language to then use to provide a solution to a client of their choosing. They follow the problem solving methodology to organise the work from the client to analyse the information problem and design a solution to the given problem.

UNIT 4: SOFTWARE DEVELOPMENT

This Unit focuses students further in their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They develop and evaluate the efficiency and effectiveness of the solution in meeting needs for a client. They also assess the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems. The students link their solution to the cybersecurity of the client and make recommendations on this link to the clients' information system.

LEVELS OF ACHIEVEMENT

	UNITS 3 & 4
	<p>School Assessed Coursework and end-of-year examination:</p> <ul style="list-style-type: none">- Unit 3 School Assessed Coursework 10%- Unit 4 School Assessed Coursework 10%- School Assessed Task 30%- Two-hour Examination 50%

Visual and Performing Arts



Year 10 Into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Visual and Performing Arts	VCE Options Theatre Studies Music Performance Media Art Making & Exhibiting Visual Communication Design	Theatre Studies Music Performance Media Art Making & Exhibiting Visual Communication Design	Theatre Studies Music Performance Media Art Making & Exhibiting Visual Communication Design

Art Making and Exhibiting

(formerly known as Studio Arts)

Advice and Pathways

Students studying Art Making & Exhibiting (formerly known as Studio Arts) should consider the following:

This subject will suit you if you enjoy...

- Using techniques and materials problem solving (brainstorming, researching, finding inspirations and background material, trailing and selecting best visual outcomes)
- Hands-on practical applications
- The ability to express concepts in verbal and written forms in critiquing of artworks
- Incorporating mixed media where appropriate, presenting final work as a folio
- Being able to record and annotate a visual arts journal
- Being able to analyse and write about art works in short answers
- Analysing the presentation of artworks and developing an exhibition proposal

This subject can lead to a career pathway in the following areas...

Creative and visual arts practice, design, fine arts.

Other subjects that complement this subject include...

Visual Communication Design and Media complement the direction, ideas and style used in this subject and support and reinforce the use of art elements and principles, the creation of a visual arts journal and the studio processes that are part of Visual Art subjects.

Further considerations

Students need to have commitment and perseverance with planning and development of their portfolio: thinking creatively while being able to use time effectively to produce work. Students will need adequate writing skills or willingness to improve, as there are written exams in Years 11 and 12. Students considering studying more than one folio-based subject should be aware that their level of commitment should align with the work expectations of this pathway and consult with teachers to ensure that this is an appropriate choice.

Subject Overview

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students view exhibitions, carefully considering the thematic and aesthetic similarities of artworks, and how artworks from differing times can have features in common. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Students research and explore the different ways artists use materials,

techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

Students research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principle, and consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. They investigate how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

UNIT 3: COLLECT, EXTEND AND CONNECT

Students engage in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched.

Students present a critique of their artworks to their peer group and receive constructive feedback on the progress of their art making, and to develop and extend their ideas. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space and they research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - Unit 3 & 4 School Assessed Taskwork 60% - Unit 3 & 4 School Assessed Coursework 10% - Examination 30%

Media

Advice and Pathways

Students studying Media Studies should consider the following:

This subject will suit you if you enjoy...

- A hands-on, practical and technical study
- Viewing and analysing and writing extended responses
- Discussion and argumentative discussion
- Experimentation with different Media forms
- Collaboration

This subject can lead to a career pathway in the following areas...

Media allows students to develop a range of skills across the board including communications, journalism, advertising, film-making, editing, film industry roles (camera operator, etc), cinema studies, copy-writing, screenwriting, photography, animation, gaming industry, public relations, event management, social media consultancy.

Other subjects that complement this subject include...

- Art Making & Exhibiting
- Visual Communication and Design
- English
- Literature
- Sociology
- Philosophy
- Psychology
- Drama

Further considerations

Media covers both practical and written work. Students need to be aware that the study of Media comprises written responses, essays, research and discussion. It is advisable that students have a sound capacity to demonstrate a good level of written skills in order to successfully complete a range of written tasks and formal examinations. Students intending to do Media need to know that the practical component represents a percentage of the course. Practical components concentrate on a variety of Media forms, for example, Photography, Film and Sound. Students attempting Units 3 & 4 Media should have successfully completed Units 1 & 2 Media. Students who follow this pattern tend to have better levels of production and written skills and knowledge to do well in their Year 12 Media results.

Subject Overview

Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

In this unit students study Australian media texts, develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. During this unit, students work collaboratively and individually to create media products.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Students develop an understanding of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. During this unit, students also work collaboratively and individually to create media products.

UNIT 3: MEDIA NARRATIVE, CONTEXTS AND PRE-PRODUCTION

Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative, influenced by social and cultural contexts.

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

UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF IN THE MEDIA

The production, post-production stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation and arrangement of the ideas and material generated in pre-production and production leads to the completion of a production.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: - School Assessed Coursework 20% - School Assessed Task 40% - Examination 40%

Music

Advice and Pathways

Students studying Music Performance should consider the following:

This subject will suit you if you enjoy...

- Creating
- Performing
- Analysing and Responding

Areas of Study are intended to be simultaneous and continue through the whole unit.

More about this subject:

- Students bring their interest in music and music-making
- Any instrument, including digital music-making equipment can be used
- Students may be heading for specialist streams in contemporary or repertoire performance or composition

This subject can lead to a career pathway in the following areas...

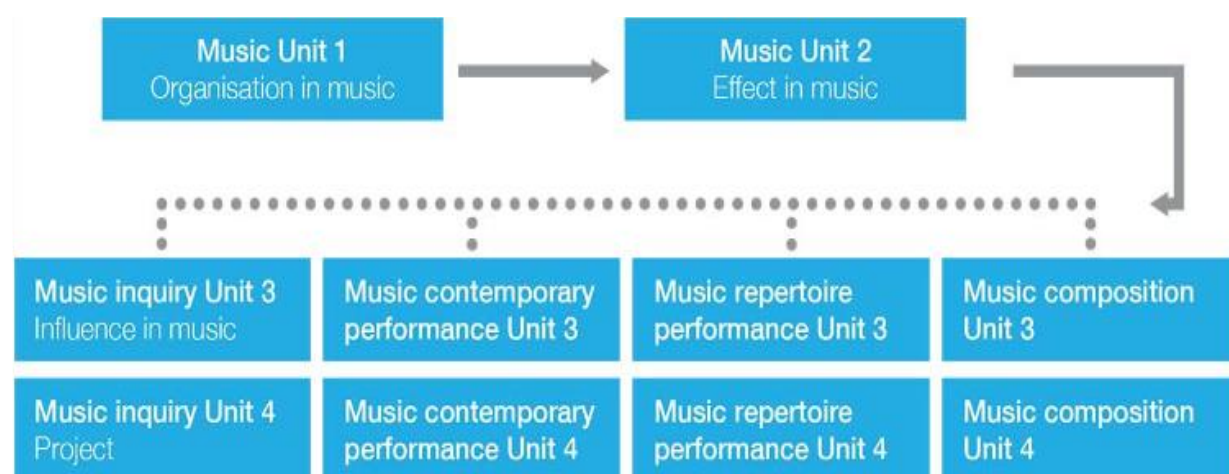
All careers

Other subjects that complement this subject include...

All subjects

Future consideration

The new Study Design creates a clear pathway from Units 1 & 2 Music to four independent Units 3 & 4 Music studies as detailed in the following graphic:



Subject Overview

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes. Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in lifelong music.

UNIT 1: ORGANISATION OF MUSIC

- Performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation
- Prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation
- They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied
- They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas

UNIT 2: EFFECT IN MUSIC

- In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created
- Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance
- They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts

MUSIC CONTEMPORARY PERFORMANCE - UNITS 3 & 4

- Performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice
- Any instrument (including digital) could take this approach
- Particularly suited to the current 'contemporary' instruments, where notated repertoire is not the primary aim
- Any instrument taking a more collaborative approach to reimagining works is possible – as is any combination of instruments in a small group

MUSIC REPERTOIRE PERFORMANCE - UNITS 3 & 4

- The recreation and interpretation of notated musical works
- Any instrument for which there is an established repertoire of notated works
- Solo or ensemble, but all programs must contain at least one work performed with one other musician (may be teacher, accompanist)
- One work from a short list of Prescribed Works required
- An application process will apply for instruments without a list
- An Australian work composed since 1990
- A wide range of styles and characters
- Students of this study are likely to have access to regular lessons or sessions to develop instrumental/vocal technique appropriate to the works being performed

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	<div>Unit 3</div> <div>Outcome 1 school assessed2.5%</div> <div>Outcome 2 school assessed7.5%</div> <div>Outcome 3 school assessed10%</div> <div>Unit 4</div> <div>Outcome 1 Performance external50%</div> <div>Outcome 2 school assessed10%</div> <div>Outcome 3 External examination20%</div>

Other possible music-based offerings:

MUSIC INQUIRY - UNITS 3 & 4

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

- Combines performing, composing/arranging and investigating music through music-making, analysing and responding in relation to their particular interests
- Areas of study need to be explored hand in hand
- Assessment outcomes 1 & 2 in externally assessed task (EAT) which is recorded and submitted
- Outcome 3 assessed by a short listening and responding exam
- A natural progression from classroom music program
- No expectation of ongoing formal instruction

COMPOSITION - UNITS 3 & 4

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work
- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses

Theatre Studies

Advice and Pathways

Students studying Theatre Studies should consider the following:

This subject will suit you if you enjoy...

- Hands on, practical performance
- Independent research
- Vocabulary and key terms memorising
- Analysing, cooperating, communicating, and problem solving
- Performing
- Production roles such as directing, costume, make-up, set, props, lighting and sound

This subject can lead to a career pathway in the following areas...

Performing (acting), education, journalism, stage management, scriptwriting, events coordinator, writer, director, and the arts industry.

Other subjects that complement this subject include...

Theatre Studies can be undertaken with a range of other studies including Music Performance, Art Making & Exhibiting, Media, English, Literature and History.

Further considerations

- Students will be required to see professional performances in order to complete SACs for Units 1, 2, 3 & 4. These may occur outside of class time. Units 1 & 3 require the presentation of work at evening performances in front of an audience and therefore Theatre Studies students require excellent organisational skills and commitment.
- It must be noted that in Units 3 & 4 students are **not** restricted to acting and direction for any assessable tasks. Students may choose a combination of production roles (as listed above).

Subject Overview

In VCE Theatre Studies students interpret scripts from the pre-modern era (before the 1920s) to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies.

Students apply dramaturgy (research) and work in the production roles of actor, director and designer (including costume, set, props, sound, lighting), developing an understanding and appreciation of the role and place of theatre practitioners. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

Students analyse and evaluate the production of professional theatre performances in all four units and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical and responsible personal and interpersonal practices in theatre production also in all four units of study.

UNIT 1: PRE MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles.

Theatre styles from the modern era of theatre include Epic theatre, Theatre of the Absurd, Political theatre, Expressionism, Eclectic theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education and Immersive/Interactive theatre.

UNIT 3: PRODUCING THEATRE

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script.

They use knowledge developed during this process to analyse and evaluate the ways in which work in production roles can be used to interpret script excerpts previously unstudied.

Students attend, analyse and evaluate a performance selected from the prescribed VCE Theatre Studies Unit 3 playlist.

UNIT 4: PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students may realise this through acting and direction or two areas of design.

Students' work for Areas of Study 1 & 2 is supported through analysis of a performance they attend.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4	
Individual school decision on levels of achievement	School Assessed Coursework	45%
	End-of-year performance Examination	25%
	End-of-year written Examination	30%

Visual Communication and Design

Advice and Pathways

Students studying Visual Communication and Design should consider the following:

This subject will suit you if you enjoy...

- Creative problem solving
- Manual and technical drawing methods
- Exploring a range of media and materials
- 2D and 3D visualising
- Using visual language to convey ideas and information

This subject can lead to a career pathway in the following areas...

Advertising, animation, architectural drafting, architecture, cartography, cartooning, construction, costume design, desktop publishing, education, fashion design, film making, fine arts, furniture design, graphic design, illustration, industrial design, interior decoration, interior design, landscape architecture, multimedia development, offset printing, photography, production design, set and theatre design, signwriting, textile design, visual merchandising, web design.

Other subjects that complement this subject include...

Visual Communication and Design can be undertaken with a range of other studies in Art Making & Exhibiting, Media, Product and Design Tech, Theatre Studies.

Further considerations

Written components are part of the subject and an ability to draw is advantageous. Students will be required to have good time management and organisation skills to be successful in this subject. Studying more than two folio subjects in VCE is not recommended.

Subject Overview

The Visual Communication Design (VCD) study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies on drawing as the primary component to support the development of concepts and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

UNIT 4: DELIVERING DESIGN SOLUTIONS

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

LEVELS OF ACHIEVEMENT

UNITS 1 & 2	UNITS 3 & 4
Individual school decision on levels of achievement	<div>School Assessed Coursework and end-of-year Examination:</div> <div><div>- School Assessed Coursework</div><div>25%</div></div> <div><div>- School Assessed Task</div><div>40%</div></div> <div><div>- End-of-year Examination</div><div>35%</div></div>

8. Other Pathways



Year 10 Into VCE Pathways

	YEAR 10	YEAR 11	YEAR 12
Other Pathways	Design Futures	Design Futures VETDSS Structured Workplace Learning School Based Apprenticeship	VETDSS Structured Workplace Learning School Based Apprenticeship

Design Futures

Your future, your design

Students studying Design Futures choose their own area of inquiry or interest and learn to view it through the lens of applied systems-thinking, design-thinking and sustainability. Through a research and development focus, students develop communication skills and seek out solutions to make a positive difference in our communities.

Advice and Pathways

Students studying Design Futures should consider the following:

With our three-year VCE program, students clearly have the opportunities in Years 10, 11 and 12 to create space alongside their VCE studies to pursue learning in areas they are passionate and curious about - areas that go well beyond the scope of what a traditional curriculum or VCE study design would provide.

This subject will suit you if you enjoy and are prepared for...

- Pushing your learning beyond the prescribed boundaries of a Study Design
- Challenging the status quo of schooling and education, and seeking more than a score
- Working independently and collaboratively with peers, learning stewards and designated industry mentors
- Creating a student-led curriculum that accommodates deep inquiry and transferable skills and understandings
- Making a Difference through giving back to others in a self-determined way

This subject can enhance access to chosen professions and further education by facilitating:

- The completion of 100 - 300 hours of deep inquiry into an area of interest or aspiration to sit alongside your VCE program
- Dispositional understanding of the strengths and applications of Systems Thinking and Design Thinking, along with Communication and Sustainability
- Collaboration and access to industry professionals during the inquiry journey
- Self-directed learning that demonstrates integrity, initiative, persistence and resilience

Other subjects that Design Futures can complement include:

A Design Futures inquiry can further deepen understanding of any existing VCE study. It is designed to provide transferable application of skills and metacognition across the breadth of senior course offerings.

Further considerations

Design Futures is currently available to students in Years 10, 11 and 12 and can be taken for up to three years. Continuing Design Futures students may choose to extend their initial inquiry or commence a parallel or entirely new inquiry in subsequent years.

Subject Overview

Design Futures is an evolution of the Cornish College curriculum enabling students to co-create a personalised curriculum, to sit alongside their VCE program, in line with areas of interest and aspirational goals. Design Futures develops students' creativity, self-efficacy, critical thinking, collaboration skills, entrepreneurial mindset, agility, and autonomy and builds deep conceptual understandings of interdisciplinary studies.

NB: Design Futures is not a VCE course. It is a Cornish College curriculum offering designed to enhance and personalise a student's learning and development.

Outcomes

Students should be able to:

- Use a systems thinking approach to understand how the linkages and interactions between the elements might comprise the whole of the system
- Develop an understanding of the Design Thinking model and use it to provide a solution-based approach to solving problems
- Drive their inquiry towards a sustainable action or proposal that makes a positive impact on the lives of others

Vocational Education and Training Direct to Secondary Schools

Advice and Pathways

Students studying Vocational Education and Training Direct to Secondary Schools (VETDSS) should consider the following:

This subject will suit you if you enjoy...

- Practical based learning
- Balancing theory related learning with practical work

Further considerations

Choice of VETDSS subject should be made in consultation with our Student Futures and Pathways Leader. Wednesday afternoon is the timetabled VETDSS time, but specific courses may occur at different times. The school covers some of the cost for VETDSS subjects but there is a fee, set annually, that is charged to families. In 2023, this fee was \$2,000.

Information on VETDSS subjects

A list of VETDSS subjects currently offered is set out on the following page. For detailed information on these courses, students and parents should ask the Student Futures and Pathways Leader.

As of 2024, VETDSS will be available for selection by Years 10 to 12 students. Accessing a VETDSS program is achieved through first lodging an *Expression of Interest* (EOI) form to the Student Futures and Pathways Leader. This EOI doesn't guarantee placement as this will depend of a variety of external factors beyond the Student Futures and Pathways Leader's control. It is to be acknowledged that an EOI into a VETDSS program should be aligned with an identified vocational pathway or interest area as, in most cases, the enrolment is a two-year commitment to achieve the certificate.

Assessment

VETDSS subjects are counted towards the VCE. Successful completion of the first year gives students a Units 1 & 2 sequence towards VCE. Successful completion of the second year gives students a Units 3 & 4 sequence.

Successful completion of the second year of a VETDSS subject also contributes to a student's ATAR. Most VETDSS subjects are only assessed as a S or N (satisfactory or not satisfactory). In this case, the contribution to the ATAR is calculated as 10% of the lowest study score of the primary four VCE subjects ie the VETDSS subject is counted as a student's fifth or sixth subject.

Some VETDSS subjects (marked with an asterisk on the list opposite) are examined and scored as other VCE subjects (students are required to complete internally assessed work and end of second year examination) and therefore can contribute directly to the ATAR.

VETDSS Programs Available

The following table lists the VETDSS Programs available.

Please speak with the Student Futures and Pathways Leader to explore specific courses and possibilities if you are interested. *NB: VETDSS courses attract additional student fees.*

* indicates scored VCE VETDSS Program

Agriculture, Horticulture, Conservation and Land Management	Certificate II in Agriculture Certificate II in Conservation and Land Management Certificate II in Horticulture
Animal Studies	Certificate II in Animal Care
Applied Fashion Design and Technology	Certificate II in Applied Fashion Design and Technology
Automotive	Certificate II in Automotive Vocational Preparation
Hair and Beauty	Certificate II in Retail Cosmetics Certificate II in Salon Assistant Certificate III in Beauty Services Certificate III in Make-Up
Building and Construction	Certificate II in Building and Construction Pre-apprenticeship Certificate II in Construction Pathways
Business	Certificate III in Business* Certificate II in Workplace Skills
Cisco	Certificate IV in Integrated Technologies
Community Services	Certificate II in Active Volunteering Certificate II in Community Services Certificate III in Community Services* Certificate III in Early Childhood Education and Care*
Dance	Certificate II in Dance Certificate III in Dance*
Electrical Industry	Certificate II in Electrotechnology (Pre-vocational) Certificate II in Electrotechnology (Career start)
Engineering Studies	Certificate II in Engineering Studies*
Equine Studies	Certificate III in Equine Studies*
Furnishing	Certificate II in Furniture Making Pathways*
Information and Communications Technology	Certificate II in Applied Digital Technologies Certificate III in Information Technology*
Integrated Technologies	Certificate II in Integrated Technologies*
Health	Certificate II in Health Support Services Certificate III in Allied Health Assistance incorporating Certificate III in Health Support Assistance*
Hospitality	Certificate II in Hospitality* Certificate II in Kitchen Operations* Certificate II in Cookery
Creative and Digital Media	Certificate II in Creative Industries Certificate III in Screen and Media*
Laboratory Skills	Certificate III in Laboratory Skills*
Music	Certificate II in Music Certificate III in Music (Music Performance)* Certificate III in Music (Sound Production)*
Plumbing	Certificate II in Plumbing (Pre-apprenticeship)
Sport and Recreation	Certificate II in Sport and Recreation Certificate II in Outdoor Recreation Certificate III in Sport and Recreation*
Visual Art	Certificate II in Visual Arts Certificate III in Visual Arts

Structured Workplace Learning

Advice and Pathways

Students studying Structured Workplace Learning should consider the following:

Structured Workplace Learning (SWL) or Work Placement allows students to spend one day a week in the workplace. It differs from work experience in that it is linked to a VETDSS program ie it enables students to put into practice the skills they have learned in their VETDSS program.

SWL would suit those students who meet the following criteria:

- The student has a clear career goal
- That career goal does not require a university education
- There is a relevant VETDSS program leading to that career goal
- The student has the maturity to handle the demands of school, TAFE and the workplace

Structured Workplace Learning provides an ideal pathway for students to gain a School Based Apprenticeship or a full-time apprenticeship. Employers are often reluctant to take on apprentices who lack the skills and experience to be of value in the early stages of their apprenticeship. Students with a year of SWL will be more attractive to a potential employer as they will have gained skills from their VETDSS course and experience from having had one day a week in the workplace

Structured Workplace Learning must be linked to a VETDSS course being undertaken by the student.

Although every effort will be made to minimise timetable clashes caused by a day in the workplace, there may be some missed lessons. Students must be prepared to liaise with their teachers to catch up on any work missed.

School Based Apprenticeship

Advice and Pathways

Students studying School Based Apprenticeship should consider the following:

- School Based Apprenticeships (SBA) allow students to start their apprenticeship while still at school completing their VCE. This means students complete their apprenticeship and earn higher wages more quickly. In a week, a student would normally spend one day at TAFE, one day in the workforce and three days at school
- A School Based Apprenticeship would suit a student who aims to move into an apprenticeship after secondary school
- Although every effort is made to minimise timetable clashes caused by being absent from school two days per week, there will be some missed lessons. Students must be prepared to liaise with their teachers to catch up on any work missed
- Students undertaking a School Based Apprenticeship can gain credit towards their VCE and ATAR (as a 5th or 6th subject). However, students cannot gain credit for both a VET subject and a SBA in the same vocational area

9. My Potential VCE Courses

NB: Course pathways will depend on our anticipated subject blocking

Year 10					Maximum 2 VCE subjects 6 units		
Year 11	ENGLISH 1						6 subjects 12 units
	ENGLISH 2						
Year 12	ENGLISH 3					Study Period	5 subjects 10 units
	ENGLISH 4					Study Period	

Year 10					Maximum 2 VCE subjects 6 units		
Year 11	ENGLISH 1						6 subjects 12 units
	ENGLISH 2						
Year 12	ENGLISH 3					Study Period	5 subjects 10 units
	ENGLISH 4					Study Period	

Year 10					Maximum 2 VCE subjects		
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					6 units		
Year 11	ENGLISH 1						6 subjects 12 units
	ENGLISH 2						
Year 12	ENGLISH 3					Study Period	5 subjects 10 units
	ENGLISH 4					Study Period	

Appendix A: Cornish College VCE Procedures and Policies

Please read this document in order to understand your rights and responsibilities with regard to completing the VCE at Cornish College, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

This document is a summary and rewording of elements from the VCAA VCE and VCAL Administrative Handbook 2024 (the full policy is available online at <https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/Pages/index.aspx>)

In case of conflicting information, use the latest online VCAA policy as the main reference.

This policy is based on the following principles:

- The implementation of Cornish College's policies and procedures will assist students to successfully complete their VCE
- Teachers will make all reasonable efforts to assist and support students to succeed
- Students will be ultimately responsible for their actions and behaviour
- In fairness to teachers and students, procedures need to be implemented fairly and consistently across all VCE programs
- Students and parents will be informed as to the expectations, assessment criteria, work to be done, and assessment dates in that unit
- The students and their parents will be supplied with clear, constructive feedback on student performance within the VCE units

1. Student enrolment

All students must complete a VASS (Victorian Assessment Software System) *Personal Details* form and sign the agreement to abide by the Authority's regulations.

Any student who is transferring from another school or returning to study must ensure that details of past enrolments, including their student number, are included on the VASS form.

It is the student's responsibility to make sure that all personal details are correct on the VASS form. Units 3 & 4 results and tertiary offers are mailed directly to the address on the VASS files, not to the school, so students must ensure that the VCAA has all the correct details.

Students may give permission on the VASS declaration form for personal results to be made available to media or for the Premier's awards. If this permission is not granted by the student on this declaration, the student's name will not appear in any media nor will

the student be eligible for a Premier's Award despite achieving the required level.

1.1 Withdrawing from a VCE subject

All senior students will complete a course selection process during the previous year. Dates for this subject selection process are published. These decisions take time and students and parents are encouraged to talk to as many people and find out as much information as possible to make an informed choice which is in line with their pathway. If a student wishes to change or withdraw from a subject, the following needs to happen:

- Awareness of strict VCAA timelines
- Awareness of the restrictions imposed by blocking grid and class size
- Any change will need careful and early consideration given attendance and satisfactory requirements
- Discussions with Student Futures Pathways Leader
- Submission of paperwork (*Change of Subject Application* form)
- Collection of signatures

2. Assessment

Students will demonstrate achievement of each of the outcomes in the units they are undertaking through their performance on the assessment tasks designated for that unit. These tasks will be completed mainly in the classroom, during class time.

In Units 1 & 2, outcomes will be assessed using the assessment tasks designated for the unit, S or N awarded, and results reported to the VCAA. The school will give the students marks or grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports but are not reported to the VCAA and are not subject to moderation.

2.1 In Units 3 & 4, coursework assessment or School Assessed Coursework (SAC) describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA

website: www.vcaa.vic.edu.au. At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

2.2 School Assessed Tasks (SATs) are forms of assessment that are undertaken over a longer period of SATs occur in studies where students complete a product or folio such as Art Making, Media, Visual Communication Design, and Food Technology. At the school level, students will receive regular feedback throughout the duration of the task.

The scores for SACs and SATs are forwarded to the VCAA and are subject to review based on students' performances on the General Achievement Test (GAT) that is held in June.

The VCAA will inform students of their level of achievement on School Assessed Coursework and Tasks.

In class we will use the acronyms SACs and SATs throughout Units 1 & 2 to help the students identify with the VCE terminology, however it is important to note that Units 1 and 2 assessment tasks are for internal reporting only. They are not sent to the VCAA and they do not go towards the ATAR score at the end of Year 12.

In some studies, there are designated assessment tasks that are not scored but are essential for determining S or N.

Planning Documents

For Units 1 & 2, at the beginning of each unit, students will receive information outlining the nature of the assessment tasks for the unit, the criteria for assessment, the standard required for satisfactory achievement, and the weeks in which the assessment tasks will occur. For Units 3 & 4, one document per subject covering the whole year will be distributed in February.

Examinations: Breaches of the VCAA Exam Rules Students are expected to comply with the VCAA regulations for examination procedures. If teachers or examination supervisors believe a breach of rules has taken place, the incident will be documented, the student informed and the VCAA/Principal notified.

Satisfactory Completion of a unit

Teachers will advise students about the outcomes and work required at the beginning of each semester, with the distribution of a Planning Document at the beginning of each year.

Achievement of an outcome means:

- The work meets the required standard as described in the planning document
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules
- The student has attended a minimum of 80% of classes.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- The work is not of the required standard as described in the planning document
- The student has failed to meet a school deadline or approved extension of time for the assessment task
- The work cannot be authenticated
- There has been a substantive breach of rules including school attendance rules (the student has failed to attend a minimum of 80% of classes)

If one or more of the outcomes are not achieved, the student receives N (Not Satisfactory) for the unit. Where a student has completed work but there has been a significant breach of class attendance rules the student may receive N. All students are required to meet the 80% attendance requirement.

Communication, in the form of letters will inform students and parents/guardians of progress with regard to attendance and assessment.

3. Attendance and Appeals

Attendance is a vital factor for success. There is a clear link between attendance and results. Students who are frequently absent, with unexplained absences, lose track of what is happening in class, and fall behind in reaching successful outcomes.

Students are expected to cover all absences with written or email explanations from parents or with medical certificates. Note that family holidays during VCE should be taken during term breaks. In exceptional circumstances, a letter outlining the family's request should be forwarded to the Years 11 & 12 Academic Care Team Leader. It is the student's responsibility to ensure they are up to date should such a provision be granted.

Students who are persistently late for classes will have every three 'lates' recorded as an absence. This will affect their overall attendance.

A student must attend, for each study, a minimum of 80% of classes. Persistent lateness will affect a student's attendance. Failure to achieve this level of attendance will result in the student's final assessment being considered by a panel consisting of the Years 11 & 12 Academic Care Team Leader, Form Teacher and Subject Teacher.

A student who receives N for a unit due to poor attendance may appeal the decision to the Principal. The student must provide documentation supporting the extenuating circumstances that resulted in the poor attendance. Appeals will only be granted under exceptional circumstances.

3.1 Absence

Before any assessment task, the conditions under which the task will be conducted will be communicated to the students. It is the student's responsibility to understand and satisfy these conditions, so if in doubt about them, clarify them with the teacher before the task is completed. This is also relevant to test conditions.

A student who is absent from an assessment task should contact the school on the day of that assessment task, as is usual for an absence, but also inform the school that a SAC is being missed.

Students studying Units 3 & 4 must see the Years 11 & 12 Academic Care Team Leader immediately on return to school with an explanation for the missed SAC. The scores of missed SACs will be withheld from the VCAA until a medical certificate (issued on the day(s) of the absence) or other official documentation such as a report from a counsellor, is supplied to cover the student's absence. A written note from a parent is not sufficient evidence. The school may verify the documentation with the practitioner concerned.

NB: Medical certificates provided by family members will not be accepted.

Students studying Units 1 & 2 must also see their subject teacher immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent (which may be sufficient at the Units 1 & 2 level). Their subject teacher will decide if a deferral will be granted.

Planning documents contain the weeks in which assessment tasks will occur. Closer to the scheduled week, students will be informed of the specific day. Students must, wherever possible, ensure that personal appointments do not clash with these tasks. It is recognised that some clashes, e.g., medical specialist appointments, cannot be avoided and students can apply for deferral of these tasks, before the task. They should see the Years 11 & 12 Academic

Care Team Leader to apply for this deferral. Note that appointments such as driving lessons, license tests, holidays within term time and other absences not sanctioned by the College are not sufficient reason for the deferral of a task, and the task may not be assessed as a result. If in doubt, consult the Years 11 & 12 Academic Care Team Leader, before a task is scheduled.

Unforeseen circumstances may result in a task being deferred and rescheduled by the subject teacher. Any subsequent clash with a student's absence will not disadvantage the student, although the College encourages all avoidable absences to be kept to a minimum.

3.2 Completion of replacement SACs

In order to satisfactorily complete outcomes, students undertaking Units 1 & 2 should immediately see their subject teachers on return to school from an absence to be informed of the date for their replacement SACs. Replacement sessions for Units 3 & 4 SACs will be arranged by the subject teacher and in consultation with the Year 11 & 12 Academic Care Team Leader regardless of whether a legitimate and documented reason for student absence from an assessment task has been provided. Insufficient documentation will result in SACs not being scored, and their result will only contribute to S (satisfactory) or N (not satisfactory) completion.

3.3 Redemption Policy

Students who do not satisfactorily complete all the criteria for an assessment task, or who do not meet the required standard, may have an opportunity to redeem this situation after consultation with their teacher. This will be communicated through the Redemption form. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

For Units 1 & 2, the subject teacher will arrange when the task will be redeemed, for Units 3 & 4, it will be arranged by the subject teacher and in consultation with the Years 11 & 12 Academic Care Team Leader.

Satisfactory completion of the above must be undertaken by the student at the first available opportunity within two weeks of the date of the original SAC.

3.4 Extension of time to complete SACs and SATs

Students who are unable to complete a SAC or SAT by the due date must apply to their subject teacher (Units 1 & 2) or the Years 11 & 12 Academic Care Team Leader (Units 3 & 4) prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their

application. Extensions of up to two weeks from the original date may be granted.

4. Authentication of Coursework and Assessment Tasks

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

Teachers will provide opportunities throughout the Unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of their work.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the school, the teacher should investigate the matter and submit a written report to the Years 11 & 12 Academic Care Team Leader, who will then conduct further enquiries as deemed necessary.

The Years 11 & 12 Academic Care Team Leader will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

The school will have the power to impose any of the following penalties for a substantive breach of the rules:

- Reprimand/penalise a student who has enabled another student to obtain an advantage
- Cancel the result in a specific Assessment Task and in effect, cancel the total assessment for the Unit concerned

5. Storage of student work

Students must retain copies of Coursework submitted, notes, drafts or materials used in the process of completing Coursework until the end of the year. The VCAA may request any materials relevant to assessment by Cornish College. Students may also be

required to photocopy their work for review processes. Some subjects may require SACs to be kept by the school but teachers will provide necessary feedback to students.

6. Lost, Stolen or Damaged work

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement, possibly including a statutory declaration.

The statement must be signed and dated. Cornish College will keep a record of the loss or damage and on the basis of records kept, shall determine the Unit result for the student. The VCAA is consulted on any loss or damage of Units 3 & 4 work. Note, however, that none of this applies to work lost or damaged due to computer misuse or malfunction. Students' responsibilities for proper management of computer material are set out below.

7. Word Limits

Teachers will provide specific information regarding individual tasks within studies. If stated, it is the VCAA and Cornish College policy to adhere strictly to these rules.

8. Computer Use

When a student uses a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- Work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home

NB: Computer errors and problems are NOT sufficient reason for an extension of time or special provision procedure to be given to complete a piece of assessment.

9. Student Appeal Process

This section deals only with the satisfactory completion of a unit. Students may be awarded an 'N' for a Learning Outcome and hence a Unit because:

- The student failed to attend a Learning Outcome/Graded Assessment Task, and was not

successful in obtaining a deferral

- The student has failed to submit a Learning Outcome/Graded Assessment Task by the due date, including where an extension of time has been granted for any reason (including Special Provision)
- The student failed to meet the required standard in a Learning Outcome/Graded Assessment Task after a second attempt
- The work cannot be authenticated
- There has been a substantial breach of rules, including attendance rules

In this circumstance, students have a right to appeal to the school. Cornish College has instituted a VCE Appeals Panel to handle appeals. The VCE Appeals Panel will be made up of two or three members of the following – Years 11 & 12 Academic Care Team Leader, Deputy Principal – Head of Secondary, Deputy Principal – Head of Learning. The subject teacher may choose to attend. If the student wishes, a parent or friend may attend in a support role but not as an advocate. Official documentation needs to be completed.

9.1 The procedure for appealing an 'N' is as follows:

- The subject teacher will inform the student of the 'N' by giving the student a letter that also outlines the process for appeal
- The student must complete the documentation and see the Year 11 & 12 Academic Care Team Leader to organise an Appeals Panel within 14 days of receiving the letter, otherwise the 'N' will stand without further opportunity for appeal
- After consulting with both teachers and student the Appeals Panel will decide on the outcome. There are only two outcomes; either awarding an 'N' for the work or re-negotiation of the task. The Appeals Panel may also recommend that the student attend sessions to develop study skills as part of the re-negotiation process
- The VCE Appeals Panel will communicate their decision in writing to both student and parent

If the re-negotiated conditions regarding time and work are not met, the Learning Outcome will be awarded an N.

Absence on a due date must be substantiated; otherwise, the matter will be referred to the VCE Appeals Panel.

Students need to understand that the purpose of an Appeals Panel is to find out whether the student has a good reason for either not meeting a due date or submitting work that was not satisfactory. For Units 1 & 2, the first time that a student appears before an

Appeals Panel is generally a warning and in most cases the student can expect the work to be re-negotiated. However, for subsequent appearances at the Appeals Panel, students can expect that the most likely outcome will be an 'N' for the work and consequently an 'N' for one or more outcomes.

Students who receive an 'N' in a subject are still required to attend all classes and complete all work in that subject area in order to demonstrate that they can cope with the demands of the workload at this year level.

Receiving an 'N' in a subject area also has implications for continuation or promotion.

Subject teachers are responsible for ensuring that all course requirements for the semester have been covered by the end of a semester. Incomplete work or work not submitted by this time will attract an 'N'.

10. Progression Policy

Progression from Units 1 & 2 into Units 3 & 4 will depend in part on the satisfactory completion of Units 1 & 2 and in part on reaching an adequate standard in assessment tasks during the unit to indicate likely future success in the study.

Students who have not satisfactorily completed one or more units in one year will need to justify why they should proceed to the next level in the following year and provide or develop an Action Plan to remediate any problems or issues that stand in the way of future success. The subject teacher and the Years 11 & 12 Academic Care Team Leader will assess the Action Plan. If approved, the Action Plan will be subject to review after the first two weeks of the year and subsequently on a monthly basis.

Students who have failed to attain an adequate standard in assessment tasks during the unit, to indicate likely future success in the study will need to justify them continuing with the course. They will also need to provide an Action Plan to improve their performance on assessment tasks to a level required for their career pathway. This may also involve committing to holiday homework to catch up on skills and understandings that were missed during the year or supplementary examinations to demonstrate preparedness for the following year. The subject teacher and the Years 11 & 12 Academic Care Team Leader will assess the Action Plan. If approved, the Action Plan will be subject to review after the first two weeks of the year and subsequently on a monthly basis. In addition, students' proposed courses will be monitored and support offered by subject teacher, Form Teacher, Years 11 & 12 Academic Care Team Leader, and Student Futures and Pathways Leader to ensure that the choices the students make are in their

best interests, both in terms of career pathways and ability.

11. Special Provisions

For Units 3 & 4, students who experience some form of chronic or significant hardship during the year due to medical, physical and/or other serious reasons can apply for Special Provision.

- VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support:
- Extra time for SACs
- Rest breaks during SACs
- Completing SACs in a separate room
- Use of a computer or use of a reader/clarifier and/or scribe.

NOTE: These forms of support may also apply as Special Examination Arrangements.

It is therefore, for as long as possible before Year 12, imperative that such significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. These should be included in the medical or psychologist's reports the student must provide.

Specialist reports and recommendations do not automatically enable students to get special provision from the VCAA in Year 12. The students undergo a number of standard tests as required by the VCAA and their eligibility is assessed on their results.

If students wish to apply for Special Provision for Units 1 & 2, they should discuss this with the Years 11 & 12 Academic Care Team Leader as soon as possible.

Students wishing to apply for Special Provision for Units 3 and 4 should see the Years 11 & 12 Academic Care Team Leader before the end of the previous year.

Year 12 students who will be completing their VCE and who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of their VCE years should complete a SEAS (Special Entry Access Schemes) Application Form at the end of the year. This form is sent to the Victorian Tertiary Admissions Centre (VTAC) and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: www.vtac.edu.au

12. Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in

the study may apply for a DES. Students should speak with their Form Teacher and the Years 11 & 12 Academic Care Team Leader. If their application is approved, a DES will be calculated by the VCAA.

The purpose of a DES is to ensure that a student's final result for an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma around the assessment period should discuss, with the Years 11 & 12 Academic Care Team Leader, a school application for Emergency Special Examination Arrangements, which may assist them to sit their examinations.

13. Reporting

Cornish College will issue to parents an interim report each semester. A detailed written report of school-assessed work and for Cornish College examinations, including grades and comments about level of performance and application to work, will be issued to parents at the end of Semester One and Semester Two (for Year 11 only).

Years 11 and 12 Student Progress Meetings will occur in Term 1, Term 2 and Term 3. Year 12 students will be informed about their coursework scores, and these Year 12 students will be reminded that these are subject to moderation by VCAA.

For Units 1 and 2, S or N only will be reported to the VCAA. For Units 3 and 4 assessment of S or N will be reported to the VCAA as well as results for School Assessed Coursework (SAC) and School Assessed Tasks (SAT).

The VCAA issues a *Statement of Results* at the end of the calendar year to all students who have obtained results in VCE units and VCE VET units of competency/modules.

The VCAA issues the VCE Certificate at the end of the calendar year to students who have become eligible for their certificate.

14. Feedback to Students

After work is submitted and assessed, teachers will provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting achievement on criteria, S/N decisions

and/or written comments on students' performance in an Outcome

- Results on an assessment task as a letter grade or numerical score which contributes to the overall grade on a semester report

In providing this feedback teachers may indicate to students their scores or grades on individual SACs or SATs. When providing the scores or grades, teachers will advise students that their total Coursework scores may change following statistical moderation.

Students' total scores for Coursework will be statistically moderated, not the scores for individual SACs or SATs. Students will receive a score indicating their level of performance with the understanding that this score may be changed by the VCAA due to statistical moderation or by VTAC after scaling.

15. Students at risk

- of not meeting the required standard in a learning outcome

If it is discovered that a student is at risk of not achieving a Learning Outcome, a subject teacher will send, at the earliest opportunity, a *Student Progress Notification* (SPN) to parents. This notification is intended to encourage open communication concerning student progress in a subject area and to give students an opportunity to address difficulties they may be experiencing in that subject area.

Should a student decline the offer of undertaking a renegotiated task, or not achieve a Learning Outcome after a second opportunity, then the student must follow the Student Appeal procedure by completing the Appeal form.

- of emotional distress

If it is discovered that a student is at risk either due to the demands of the VCE program or in general, a member of staff will choose to contact a parent directly or to alert the student's Form Teacher, who will then contact the parents to discuss the concern.

The management of the student will be in partnership with the family and may also include the Years 11 & 12 Academic Care Team Leader, the Deputy Principal – Head of Learning, the Deputy Principal - Head of Secondary, Counsellor/Psychologist, and/or Principal. The criteria for individuals becoming involved in a student's management is based on limiting communication to those who are directly involved in managing or solving a problem. Where it is helpful, staff may also be informed in a summative form if it helps those professions manage the student's academic and social progress. Parents are encouraged to alert the staff to any potential problems or

concerns as early as possible; the Form Teacher would be the first point of contact on most occasions.

Appendix B: Glossary of Terms

Term	Definition
Assessing School	School responsible for providing the assessment for one or more units for a student, where the school differs from the 'home' school
Assessment	In Units 3 & 4 the student's level of achievement is determined by a combination of School Assessed Coursework (SACs), School Assessed Tasks (SATs) and examinations
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes)
Authentication	Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules set by the VCAA to ensure that the teacher can authenticate the work
ATAR	Australian Tertiary Admission Rank. The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses
Derived Examination Scores (DES)	The Derived Examination Score is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study
English (EAL)	English as an Additional Language. Newly arrived EAL learners are able to access an intensive full-time program or targeted support to help them in the initial stages of learning English
Examinations	External assessments set and marked by the Victorian Curriculum and Assessment Authority at Units 3 & 4 level. All studies have at least one examination held in October/November
Extension Studies	First-year university studies recognised by the Victorian Curriculum and Assessment Authority are available to VCE students who are very able academically
GAT	The General Achievement Test. The test that is done by all students doing a Units 3 & 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It does not count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results
Graded Assessment	All VCE studies have three graded assessments for each Units 3 & 4 sequence. Each study includes at least one examination, most have School Assessed Coursework (SACs), and some have School Assessed Tasks (SATs)
Home School	Student's major school. Responsible for ensuring that ALL their students have been allocated to an examination centre/room

Term	Definition
Outcomes	Outcomes are what a student must know, or be able to do, in order to satisfactorily complete a Unit as specified in the Study Design
RTO	Registered Training Organisation. An organisation that is approved by the Office of Tertiary Training and Further Education and registered by the Victorian Registration and Qualifications Authority to deliver vocational education and training within a defined scope of registration
SAC	School Assessed Coursework. A school-based assessment which is reported as a grade for either a Units 3 & 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 & 4 outcomes
SAT	School Assessed Tasks. A school-based assessment for a Units 3 & 4 sequence and reported as a grade. A School Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA
Satisfactory Completion	The school decision that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' (not satisfactory)
Scaling	A study score provides an indication of a student's relative performance in a particular study. Scaling adjusts for differences in abilities of students undertaking different studies, so that the scaled study scores are comparable across different studies. It ensures that students are neither advantaged nor disadvantaged on the basis of the studies they choose. All VCAA study scores are scaled by VTAC
Semester	One half of the academic year. VCE units are designed to be completed in a semester
Sequence	Units 3 & 4 are designed to be taken as a sequence at Year 12 level
Special Entry Access Schemes (SEAS)	SEAS applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their Year 12 program. Eligible students are advised to discuss their situation with the Secondary Studies Program Coordinator or Student Futures and Pathways Leader
Special Provision	VCAA acknowledges that sometimes things get in the way of a student completing their VCE studies. This includes physical or mental disabilities, illness, personal problems or other impairments. In any of these cases, students and families are advised to immediately inform the student's Team Coordinator. There are official forms and procedures which must be adhered to
Statement of Marks	For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available
Statement of Results	The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated

Term	Definition
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study
Studies	The subjects available in the VCE
Study Design	A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs
Student number	Is the unique number assigned to each student enrolled in VCE, VCE VET and VCAL. Student numbers must be kept confidential
Study Scores	Is a score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations
Units	A self-contained study of a semester's length. VCE studies are made up of four units numbered 1, 2, 3 or 4
Units 1 & 2	Level of difficulty usually associated with Year 11. Units 1 & 2 may be done separately or as a sequence
Units 3 & 4	Level of difficulty usually associated with Year 12. Units 3 & 4 must be done as a sequence (eg English Units 3 & 4)
VASS	Victorian Assessment Software System
VCAA	The Victorian Curriculum and Assessment Authority. VCAA is responsible for the development and administration of the VCE, as well as the curriculum for primary and Years 7 – 10 students
VCE	The Victorian Certificate of Education. The Certificate awarded to students who meet the requirements for graduation of the VCE
VCE (Baccalaureate)	An additional form of recognition for those students who choose to undertake the demands of studying both a higher level of mathematics (Mathematical Methods and/or Specialist) and a language (LOTE) in their VCE program both at Units 3 & 4 (sequence) level, as well as meeting certain standards in their English Studies
VCE (VM)	The Victorian Certificate of Education with a Vocational Major
VETDSS	Vocational Education and Training programs. Also known as VET or VETDSS, Vocational Education and Training Direct to Secondary Schools
Virtual School Victoria (VSV)	Distance Education Centre Victoria administers the delivery of the VCE subjects which are not run at school
VRQA	Victorian Registrations and Qualifications Authority

Term	Definition
VSL	Victorian School of Languages. Provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school's languages program is delivered through both face-to-face teaching in centres across the state and through distance education mode
VSN	Victorian Student Number: the unique number assigned to a student enrolled in a Victorian school
VTAC	The Victorian Tertiary Admissions Centre. It calculates and distributes the Australian Tertiary Admission Rank (ATAR). VTAC acts on behalf of universities and TAFEs and manages the majority of tertiary offers and enrolments

Contact Us

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