



Gippsland Grammar
A PASSION FOR EXCELLENCE



**Gippsland Grammar
Subject Selection Handbook 2022
Senior Secondary**

INTRODUCTION

The selection of subjects is an exciting and important part of our students' journey each year. This handbook contains valuable information to support students with the selection of their Senior Secondary program.

In Victoria, there are two Senior Secondary certificates. Gippsland Grammar offers both the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL). Whilst the VCE is the more traditional Certificate at Years 11 and 12, the VCAL has a vocation and training focus. It is a flexible course which can include VCE subject offerings, VCE VET Certificates (Vocational Education and Training) or a school-based apprenticeship or traineeship.

It is important to note at this time that the Victorian Curriculum and Assessment Authority (VCAA) will be making changes to the certificates for 2023. Further information will be provided as it comes to hand next year.

Section A of this booklet is for students in Year 10. It provides guidance with their subject selection. It should be read in consultation with Section B for VCE subjects that are available for Year 10 students.

Section B of this booklet is for students starting a VCE or VCAL program. It provides guidance in organising their program and explains the choices of studies available to them and related requirements at Gippsland Grammar. In addition, information is provided about VET courses.

Section C provides brief introductory information about each of the study units that the School plans to offer in 2022. Links to the VCE and VCE VET Study Design will take you to the VCAA site for the full version of the study design.

When making their choices, it is important that students consider their strengths and interests, along with their expectations and aspirations for post-school studies and careers. If students are unsure or undecided, they are encouraged to refer to their Morrisby Profile and follow up conversation with the Careers Advisor.

Another source of inspiration might be the 'Careers Tools' page on the School website:

www.gippslandgrammar.vic.edu.au (student secure area).

Michele Wakeham

Deputy Principal – Teaching and Learning

CONTENTS

INTRODUCTION	2
CONTENTS	3
SECTION A	5
Year 10	5
The Year 10 Academic Program	5
VCE Units in Year 10.....	6
SECTION B	7
Senior School Certificates in Victoria	7
Developing a VCE Program.....	9
Developing a VCAL Program	11
VCE, VCAL and VET Subjects offered at Gippsland Grammar	11
The VCE at Gippsland Grammar	13
VET	15
SECTION C	17
The Studies from Year 7 – 12.....	17
Course Descriptions – Year 10 Core Curriculum	19
ENGLISH	19
MATHEMATICS.....	19
RAVE	20
SCIENCE	20
PHYSICAL EDUCATION.....	21
Course Descriptions – Year 10 Electives Curriculum.....	21
ART.....	21
ELECTRONICS AND PROGRAMMING	21
FRENCH.....	22
GEOGRAPHY.....	22
HISTORY	23
JAPANESE	24
CREATING AND PERFORMING MUSIC	24
PERSONAL INVESTMENT	25
VISUAL COMMUNICATION DESIGN.....	25
DESIGN TECHNOLOGY WOOD	26
The VCE Studies	27
ACCOUNTING.....	27
APPLIED COMPUTING.....	28
DATA ANALYTICS	28
SOFTWARE DEVELOPMENT	29
BIOLOGY.....	30
BUSINESS MANAGEMENT.....	31
CHEMISTRY.....	32
ECONOMICS.....	33

ENGLISH/ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	34
ENGLISH LANGUAGE	35
FOOD STUDIES	36
FRENCH	37
GEOGRAPHY	38
GLOBAL POLITICS	39
HEALTH AND HUMAN DEVELOPMENT	40
HISTORY	41
JAPANESE	42
LEGAL STUDIES.....	43
LITERATURE	44
MATHEMATICS.....	45
MEDIA.....	47
MUSIC PERFORMANCE	48
OUTDOOR AND ENVIRONMENTAL STUDIES	50
PHYSICAL EDUCATION.....	51
PHYSICS	52
PSYCHOLOGY	53
STUDIO ARTS.....	54
THEATRE STUDIES	55
VISUAL COMMUNICATION DESIGN	56
VCAL Studies	57
VCAL LITERACY STRAND.....	57
VCAL PERSONAL DEVELOPMENT STRAND.....	57
VCE VET Studies	58
CERTIFICATE III IN HEALTH SERVICES ASSISTANCE	58
CERTIFICATE II IN FURNITURE MAKING PATHWAYS	59
CERTIFICATE III IN MUSIC INDUSTRY (SOUND PRODUCTION).....	60
GLOSSARY TERMS	61
STATIONERY REQUIREMENTS 2022.....	62

SECTION A

Year 10

Rationale

The Year 10 program will provide a broad curriculum and a range of experiences for students whilst acknowledging the vast range of abilities and interests of the students at this level. It will seek to provide students with the knowledge, skills and experiences to begin the senior years of study at secondary level.

The World of Work

Students will undertake a careers exploration program during second semester, and will investigate options to help them prepare for their VCE, VET and VCAL subject selection. Those students aged over 15 years may organise to undertake work experience; work experience is also available in Years 11 and 12. Students are encouraged to attend university or TAFE Open Days, held mainly in August each year. Students are also encouraged to undertake opportunities to act as leaders on various camps and develop their leadership skills. Volunteering in the community is also looked very favourably upon by employers.

The Year 10 Academic Program

The Core

In Year 10, all students will undertake the study of a common core consisting of:

- English
- Mathematics
- Physical Education
- Religious and Values Education
- Science

Electives

In addition, each student will select a further three subjects from the following list to make up their course for the year.

- Art
- Electronics and Programming
- French
- Geography
- History
- Japanese
- Music
- Personal Investment
- Visual Communications Design
- Wood Technology
- Certificate II in Furniture Making Pathways
- Certificate III in Health Services Assistance
- Certificate III in Music Industry (Sound Production)
- An off-campus VET subject
- A VCE subject

These subjects are studied for the entire year.

From the elective list all students must choose:

- History or Geography or Business Management 1/2 (or more than one of these electives if they wish)
- Arts or Language subject: Art, Visual Communication and Design, Music, Wood Technology, Theatre Studies 1/2, French or Japanese.

While it is acceptable in some cases for students to choose two arts subjects, this is advisable in situations where the student has quite a firm ambition to pursue these areas seriously at a later date. It must be emphasised that students intending to pursue a traditional academic course should choose subjects that prepare them with the necessary writing skills.

Each subject is taught as a year-long unit.

With the exception of Languages - Japanese and French, each subject is a stand-alone unit and not a prerequisite for further study. For example, it is quite possible to pick up Unit 1 & 2 VCE Geography, History, Visual Communications Design or Art without having studied them in Year 10.

VCE Units in Year 10

Year 10 students are given the opportunity to choose **one** VCE subject as part of their course. While students in past years have found this option to be most beneficial, it should be emphasised that not all students will be able to manage a VCE subject at this time. Accordingly, all students who select a VCE subject will be assessed as to their maturity and ability to successfully undertake that subject.

Students may apply to study one of the following subjects if they have met a level of competency in related subjects:

- Accounting 1/2
- Applied Computing 1/2
- Biology 1/2
- Business Management 1/2
- Drama 1/2
- Economics 1/2
- Food Studies 1/2
- Geography 1/2
- Health and Human Development 1/2
- Legal Studies 1/2
- Media 1/2
- Music Performance 1/2
- Outdoor and Environmental Studies 1/2
- Physical Education 1/2
- Psychology 1/2
- Theatre Studies 1/2
- VCE VET Certificate II in Furniture Making Pathways
- VCE VET Certificate III in Health Services Assistance
- VCE VET Certificate III in Music Industry (Sound Production)

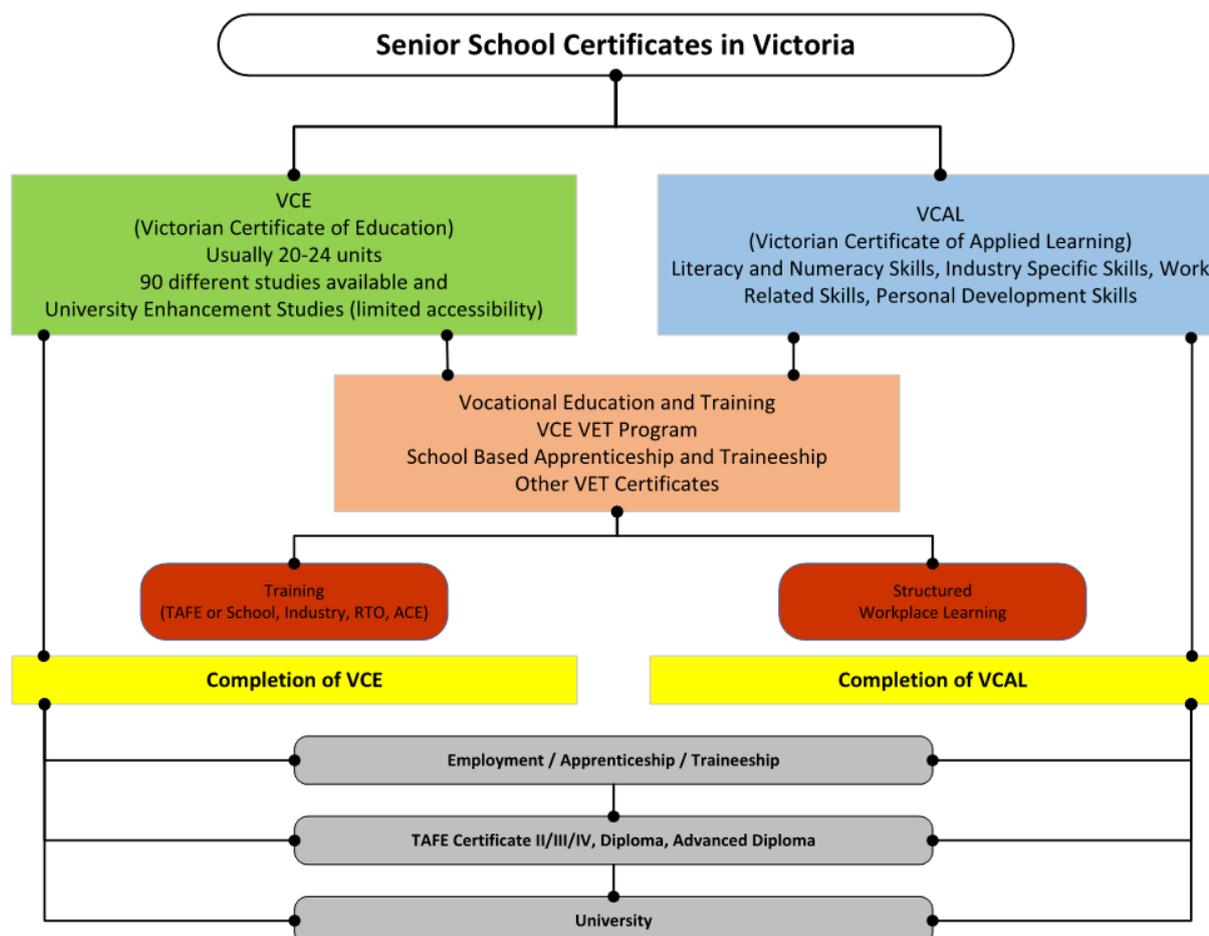
There may be some limits on the places available in classes.

SECTION B

Senior School Certificates in Victoria

This section is about the VCE and VCAL and how to plan a program.

Senior Secondary Certificate Pathways Guide



How to Qualify for a VCE

To be awarded the Victorian Certificate of Education students must satisfactorily complete *at least 16 units*.

Including the Year 11 units these also must include the following Unit 3/4 (Yr. 12) sequence.

- at least three units of English, and one of these must be from Unit 3 or 4 (students may replace English 3/4 with Literature 3/4 or English Language 3/4)
- at least three pairs of units 3 and 4 of studies other than English. The remaining units can be any that you choose.

Please note that at Gippsland Grammar, the completion of Mathematics at Year 11 is compulsory. It is also a compulsory feature of The Victorian Certificate of Applied Learning (VCAL) in the form of the numeracy component.

Student Programs

A Student Program is the sum of all the units undertaken, or plan to undertake, throughout the VCE. A student's program will be made up of compulsory units and units that are chosen.

Over the next two years students will normally complete 22 units: 12 in Year 11 and 10 in Year 12. However, if a student wishes, they may undertake 24 units by studying 12 units in Year 12. Many students will have already completed two units by the end of Year 10.

Which units can you choose?

The School offers a wide range of units in both the Arts/Humanities group and the Mathematics/Science/Technology group. Please refer to the tables later in this document which clearly outline the available units. The units marked with a * must be taken as a 4-unit sequence, i.e. a student must successfully complete Units 1 and 2 before they study Units 3 and 4.

In many instances, careful consideration needs to be given to 'picking up' a Year 12 sequence when Unit 1 or Unit 2 subject equivalent has not been studied. This will be managed on a case by case basis.

Most Year 11 students will study units at the Unit 1 and 2 level. However, in some cases, students may elect to study a unit at the Unit 3 and 4 level in Year 11. If a student would like to do this, they should seek the advice of the appropriate subject teacher and the Careers Advisor.

Please note that only those units with a sufficient number of students will be able to be run. If a student chooses a unit that has only a very small number of students, they will be asked to select another unit.

Private Study: Students in Year 12 study five subjects and have set Private Study periods. Year 11 students study six subjects and do not have a private study.

How to qualify for the VCE Bacalaureate

The VCE Bacalaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

A minimum study score is not required for the prescribed studies for the VCE Bacalaureate except that: for English or Literature or English Language, a minimum study score of 30 is required; for EAL a minimum study score of 33 is required.

How to qualify for a VCAL

To be awarded the Victorian Certificate of Applied Learning students must satisfactorily complete the following: 10 units of study from four compulsory strands:

- Literacy and Numeracy Skills
- Industry Skills
- Work related skills
- Personal Development skills

The Victorian Certificate of Applied Learning has three levels: Foundation, Intermediate and Senior. Both the Intermediate (Year 11) and Senior (Year 12) levels are offered at Gippsland Grammar in combined classes.

The Victorian Certificate of Applied Learning is designed to be a flexible study program that suits the student's interests and learning needs across variety of settings, including the School, TAFE sector and workplace. The program you develop will be a flexible one which incorporates VCAL, VET and VCE subjects to fulfil the unit requirements.

It is extremely important that students speak with the VET/VCAL Coordinator as early as possible in the subject selection process in order to develop a program, taking into account the compulsory components.

Developing a VCE Program

Studies and Units

A **study** is basically a 'subject' and there are many studies from which schools can choose. The School has a strong academic emphasis and is proud of its students' success in the VCE and in gaining entry to the tertiary courses of their choice. It also caters for the needs of those students planning for TAFE courses or going straight into the workforce through the Victorian Certificate of Applied Learning.

The studies our School has chosen to offer are listed in the following pages. Studies are made up of four **units**. A unit represents about 100 hours of work (of which 50-60 will be class time) and lasts, usually, for one semester.

Units at the 1 and 2 level can be taken separately but units at the 3 and 4 level must be done in sequence. While it is possible for students in Year 12 to undertake units at the 1 and 2 level, only units at the 3 & 4 level are considered when a score is calculated for tertiary entrance.

For most studies it is not necessary to successfully complete the units at the 1 and/or 2 level in order to undertake the units at the 3 and 4 level; however, there are some exceptions, and these are noted in this section.

Here are two examples of studies with their individual units:

Study: Geography

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 Hazards and Disasters	Unit 2 Tourism	Unit 3 Changing the Land	Unit 4 Human Population

Study: Information Technology (Students may choose to do one or more Units 3/4 combinations)

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 Applied Computing	Unit 2 Computing	Unit 3 Data Analytics	Unit 4 Data Analytics
		Unit 3 Software Development	Unit 4 Software Development

What does the VCE program contain?

Each semester in Year 11 students will undertake the study of six (6) subjects

- An English study i.e. English/Literature/English Language/English as an Additional Language (EAL) for nine periods per cycle.
- Five other units for nine periods per cycle (possibly four if undertaking a higher level or Unit 3 / 4 subject sequence).
- The study of Mathematics is required.
- Sport for 4 periods per cycle.

Most units undertaken in Semester 1 of Year 11 do not have to be the same as the units undertaken in Semester 2; however, there is a decided advantage in completing a full sequence of study in all subjects.

Each semester in Year 12 students will undertake the study of five (5) subjects

- An English study i.e., English/Literature/English Language/English as an Additional Language (EAL) for nine periods per cycle
- Four other units for nine periods per cycle
- Sport for four periods per cycle

The following table will assist in planning:

Remember, students must undertake

- four units of an **English** or **Literature** or **English Language** or **EAL** combination across Year 11 and Year 12.
- six subjects (12 units) in Year 11 including a Maths subject
- five subjects (10 units) in Year 12

		1	2	3	4	5	6
Year 11	Semester 1	Choice of English Subject _____					
	Semester 2	Choice of English Subject _____					
Year 12	Semester 1	Choice of English Subject _____					
	Semester 2	Choice of English Subject _____					

Developing a VCAL Program

Follow the process for developing a VCE Program. Please see the VET/VCAL Coordinator for assistance if needed. The following table will assist in planning:

		1	2	3	4	5	6
Year 11 Intermediate	Semester 1 & 2	VCAL Literacy	VCAL PDS/WRS	VET / VCE I&E	VCE Foundation Maths/General Maths		
Year 12 Senior	Semester 3&4	VCAL Literacy	VCAL PDS/WRS	VET / SWL			

Note the following:

PDS – Personal Development Skills

WRS – Work Related Skills

VCE I&E – VCE Industry and Enterprise (Unit 1)

SWL – Structured Workplace Learning

VCE, VCAL and VET Subjects offered at Gippsland Grammar

Arts/Humanities

✿ - must complete Units 1 & 2 before starting Units 3 & 4

Study	Unit 1	Unit 2	Units 3 & 4
Arts			
Studio Arts	✓	✓	✓
Media	✓	✓	✓
Food Studies	✓	✓	✓
Theatre Studies	✓	✓	✓
Visual Communication and Design	✓	✓	✓
Music Performance	✓	✓	✓
VCE VET: Certificate II in Furniture Making Pathways ✿	✓	✓	✓
VCE VET: Certificate III in Music Industry (Sound Production) ✿	✓	✓	✓
Humanities			
Accounting ✿	✓	✓	✓
Business Management	✓	✓	✓
Economics	✓	✓	✓
English	✓	✓	✓
English Language	✓	✓	✓

French ✱	✓	✓	✓
Geography	✓	✓	✓
Health and Human Development	✓	✓	✓
Global Politics			✓
History	✓	✓	✓
Japanese ✱	✓	✓	✓
Legal Studies	✓	✓	✓
Literature	✓	✓	✓
Outdoor and Environmental Studies	✓	✓	✓
Physical Education	✓	✓	✓
VCE VET: Certificate III in Health Services Assistance ✱	✓	✓	✓

Maths/Science/Technology

✱ - must complete Units 1 & 2 before starting Units 3 & 4

Study	Unit 1	Unit 2	Units 3 & 4
Mathematics			
Foundation Mathematics	✓	✓	
General Mathematics	✓	✓	
Further Mathematics			✓
Mathematical Methods ✱	✓	✓	✓
Specialist Mathematics ✱	✓	✓	✓
Sciences			
Biology	✓	✓	✓
Chemistry ✱	✓	✓	✓
Physics ✱	✓	✓	✓
Psychology	✓	✓	✓
Information Technology			
Applied Computing	✓	✓	
Data Analytics			✓
Software Development			✓

A brief description of each of the units and studies listed above can be found in Section B in this booklet. The Heads of Departments and your subject teachers will be able to give you further information.

VCAL Subjects

VCAL Literacy	✓	✓	✓
VCAL – Personal Development Skills	✓	✓	✓

The VCE at Gippsland Grammar

Satisfactory Completion of VCE Units

Units 1 and 2 can be completed as single units and Units 3 and 4 must be taken as a sequence.

Outcomes are the basis for completion of VCE units. Each VCE unit includes two to four outcomes. “For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes”. This decision is distinct from the assessment of levels of performance. (VCAA Admin Handbook.)

Satisfactory completion is determined by the school, in accordance with the VCAA requirements.

It is very important to note that **failure to achieve even one Outcome within a study will result in the student being awarded an "N" (Not Satisfactory) not only for that Outcome, but also for the whole unit. The Victorian Curriculum and Assessment Authority (VCAA) defines the achievement of outcomes as follows:**

What the Student Must Do

Achievement of an outcome means:

- the work meets the required standards.
- the work was submitted on time.
- the work is clearly the student’s own.
- there has been no substantive breach of rules.

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

A student may not be granted satisfactory completion if:

- the work is not of the required standard.
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision.
- the work cannot be authenticated.

Further information about the VCE processes can be accessed via this link to the VCE VOS page.

<https://vos.gippslandgrammar.vic.edu.au/homepage/3826/>

Study Scores

The VCAA calculates a **study score** for each 3/4 unit sequence. A study score is a number between 0 and 50. For subjects with large enrolments (>1000), the VCAA awards study scores approximately in the following distribution.

Study Score	% of Students (approx)
45 - 50	2%
40 - 45	6%
35 - 40	16%
30 - 35	26%
25 - 30	26%
20 - 25	16%
less than 20%	8%

ATAR

ATAR stands for Australian Tertiary Admissions Rank. It is determined by VTAC (the Victorian Tertiary Admissions Centre) using scaled scores.

An **ATAR aggregate** is calculated for each student by combining the student's score in the English study, the three next best scores and 10% of any fifth and sixth score that is available.

The ATAR aggregate is a number between 0 and a little over 210.

The students are ranked in order of their ATAR aggregates. This rank is converted to a percentage and becomes the ATAR.

The ATAR is a number between 0 and 99.95, with an interval of 0.05 between successive ranks.

Each interval will contain about 20 students.

VET

Another subject option in secondary education is the Vocational Education and Training (VET) programs within the VCE. VET in the VCE allows students to complete all or part of a nationally recognised Vocational Education and Training qualification to receive credit towards satisfactory completion of the VCE or VCAL. All VCE VET programs have Unit 1 to 4 level recognition within the VCE.

Some VCE VET programs include Scored Assessments. In these programs, students receive a score and grade for each of two components:

- School Assessed Coursework – a set of tasks students undertake in the Units 3 and 4 of their program.
- An examination based on the Units 3 and 4 sequence, set by VCAA.

The statistically moderated School Assessed Coursework score and the examination score are used to calculate Study Scores by the same procedures as for other VCE studies.

VET VCE subjects are usually delivered by TAFE institutions or other providers that have made arrangements to deliver VET programs using suitably qualified teachers.

Gippsland Grammar deliver three programs:

- Certificate III in Health Services Assistance
- Certificate II in Furniture Making Pathways
- Certificate III in Music Industry (Sound Production)

VET subjects, like other subjects, only run if there are sufficient numbers.

Currently, a small number of students access VET courses through the local TAFE institutions, one day per week. Course availability may be subject to change by the provider.

For further information on VET courses, please contact the VET Coordinator.

Considerations in undertaking a VET subject:

- Students who undertake an **off-site** VET subject usually miss a full day of classes each week. Please note that students will need independence and discipline as they will be required to catch up on missed work covered during that day. VET courses that are delivered on-site at Gippsland Grammar are done so within the timetable.
- The cost of the course is subsidised by the School. Parents are asked to pay \$350 per semester.

External VET Subjects

Certificate III in Early Childhood Education and Care
Certificate II in Salon Assistant
Certificate II in Kitchen Operations
Certificate II in Animal Studies
Certificate II in Horticulture
Certificate II in Conservation and Land Management
Certificate II in Engineering Fabrication and Fitting
Certificate II in Automotive Vocational Preparation
Certificate II in Plumbing (Pre-Apprenticeship)
Certificate II in Electrotechnology (Career Start)
Certificate I in Maritime Operations (General Purpose Hand)
Certificate II in Building and Construction (Carpentry)
Hair and Beauty Skills Set

Note that external VET subjects are in addition to the subjects selected in Years 10, 11 and 12.

SECTION C**The Studies from Year 7 – 12**

Subject Pathways

cs: core subject**c:** Compulsory to study before proceeding to next year level in subject**es:** elective subject**d:** desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] Literature [cs] + [c] English Language [cs] + [c] EAL [cs] + [c]	English [cs] Literature [cs] English Language [cs] EAL [cs]
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs]	Math Methods [c] General Maths [c] Specialist Maths [c]	Math Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History & Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	Economics History Geography Business M/ment Accounting [d] Legal Studies	History Geography Business M/ment Accounting Legal Studies Australian & Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Faster, Fitter, Stronger [es] Human Movement [es]	Physical Education [cs]	Health and Human Development Physical Education Outdoor and Environmental Studies Cert.III in Allied Health Assistance	Health and Human Development Physical Education Outdoor and Environmental Studies Cert. III in Health Services Assistance
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		
Music	Music [cs]	Music [cs]	Creating and Performing Music [es]	Music [es]	Music Performance [d] Cert. III in Music Industry Sound Production [d]	Music Performance Cert. III in Music Industry Sound Production [d]
Information and Communication Technology	Applied Computing	Applied Computing	Robotics [es] Solar Technology [es]	Robotics and Electronics [es]	Applied Computing [d]	Data Analytics Software Development
Languages	French [cs] Japanese [cs]	French [cs] or Japanese [cs]	French [es] Japanese [es]	French [es] + [c] Japanese [es] + [c]	French [c] Japanese Second Language [c]	French Japanese Second Language

	Year 7&Year 8 for one semester only per subject				
Drama	Drama [cs]	Drama [es]		Theatre Studies	Theatre Studies
Wood Technology	Wood Technology [cs]	Wood Technology [es]	Wood Technology [es]	Cert. II in Furniture	Cert. II in Furniture
Food Technology	Food Technology [cs]	Food Technology [es] Food for Entertaining/Life [es] Cakes by Design		Food Studies	Food Studies
Visual Communication and Design	Visual Communication and Design [cs]	Visual Communication and Design [es]	Visual Communication and Design [es]	Visual Communication and Design [d]	Visual Communication and Design
Art	Art [cs]	Art [es]	Art [es]	Studio Arts	Studio Arts
Media				Media	Media

Points to note

- See VCE Handbook 2021 for rules governing selection. The study of Mathematics at Year 11 level is a requirement at Gippsland Grammar.
- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature, English Language or EAL.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography if students meet eligibility criteria.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.
- EAL class is provided for the International Program students.

VCE VET subjects

The VCE VET subjects in the table above are offered at Gippsland Grammar. Other VET subjects are studied off-site.

VCAL subjects

There are four core subjects specific to the Victorian Certificate of Applied Learning. They are: VCAL Literacy, VCAL Numeracy, VCAL Work Related Skills, and VCAL Personal Development. VCAL Numeracy may be provided via VCE General Maths F or other.

Subject Pathways for the Victorian Certificate of Applied Learning

Year 7 and 8	Year 9	Year 10	Year 11 VCAL Intermediate Certificate	Year 12 VCAL Senior Certificate
		English [cs] Maths [cs] Science [cs] PE [cs] RAVE [cs] Year 10/Year 11 VCE Subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]

In all instances, VCE, VET and VCAL subjects will only run in any given year if there are sufficient numbers of students electing to study the subject

Course Descriptions – Year 10 Core Curriculum

ENGLISH

The Australian Curriculum has been fully implemented in Year 10 English. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The subject focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed, while preparing students for VCE studies in English, including English, English Language, English as an Additional Language and Literature.

Year 10 students study English for the full academic year. They engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Exercises and tasks in the oral component of the curriculum introduce students to speaking for different audiences and purposes and encourage students to speak with confidence and in an informed manner in different contexts. Formal speeches, debates and interviews are just some of the forms that help students to extend their skills in oral communication.

The entire curriculum at Year 10 is supported by an emphasis upon developing language skills through strengthening students' knowledge of metalanguage and their use of the fundamentals of spelling, punctuation and grammar, as well as skills in critical thinking and analysis.

MATHEMATICS

Year 10 Mathematics has the following aims:

- To consolidate and expand the skills which were introduced in Year 9.
- To consolidate techniques useful to students in solving problems in various mathematical contexts.
- To use appropriate technology, including the TI *nspire* CAS calculator.
- To prepare students for their chosen Mathematics pathway.

In Year 10 there are three options offered to students.

Year 10 Mathematics includes linear relations, geometry, indices, trigonometry, quadratic equations, measurement, parabolas and other graphs, probability and statistics as per the Australian Curriculum,

Year 10 Advanced Mathematics is for students requiring extension in Mathematics. It includes all of the Year 10 Mathematics concepts plus Advanced content including geometry of circles, surds, trigonometry involving non-right angled triangles and logarithms and polynomials as per the Australian Curriculum.

Year 10 Foundation Mathematics is for those requiring a modified program in Year 10. The learning outcomes focus on the following four domains: Numeracy for personal organisation, Numeracy for interpreting society, Numeracy for practical purposes and Numeracy for knowledge. The mathematics areas of Number, Space and Shape, and Data and Measurement are covered within these domains.

RAVE

Religious and Values Education, or RAVE is a multi-strand curriculum. It is based on a strong foundation of *story*, *personhood* and *sacred text*. It builds on what students have learned in previous years: to develop their own beliefs and engage in critical and self-reflective thinking with a view to engaging with the big ideas and questions of life, including the problem of suffering and injustice in the world and other significant existential and faith questions, such as is there a meaning and purpose in life—and if so, what is it?

A new addition to the RAVE curriculum, is *self-reflective writing*. In Semester 1, it could be as simple as a reflection on an outing, an infatuation with a hobby or a passion for a sport; a book, a favourite film, a career aspiration, or a life-changing event; an ‘aha’ moment, or a great success. Perhaps even a failure, which has brought on a change of mind and behaviour. Whatever is chosen, we ask of our students that they strive to go beyond just the ‘closed question’ and launch out to more open, perhaps even more ‘unusual’ ways of thinking that are capable of addressing those more demanding questions such as why we have to push beyond labelling ‘good’ and ‘evil’. It could include a movement from the ‘what’, ‘when’, ‘who’ *basic* kinds of questions to a *deeper* interrogation such as the ‘how’ and the ‘why’.

In Semester 2, the writing continues to explore the Question Quadrant’s ability to break open more abstract themes, such as—it has been said that ‘the truth will out’—what if the opposite were true? Another component will include the invitation to write a letter of appeal for a real life, real time emergency through *Amnesty International*.

The second strand of the Year 10 RAVE course focuses on philosophical systems.

In Semester 1, students are introduced to the notion of “Weltanschauung” (worldview) and how people acquire it. John Armstrong observes that, ‘whether they are conscious of it or not, people live by a core idea, or set of ideas. This then leads into an exploration of the main *ethical* systems under two main headings: (A) Dualist, which includes—*consequentialism*, *non-consequentialism* (de-ontology), *virtue ethics* and *ethics of care* (humanitarian ethics) and (B) Monist, which principally features *immanent transcendent moral ethics*. Here issues are raised and examined using Director Chris Nolan’s *The Batman Trilogy*, testing and applying them to real life experiences.

In Semester 2, the systems principally examined are: *ontology* (the philosophy of what is, what exists); *epistemology* (the philosophy of what is true: how do I know that I know?); *hermeneutics* (the study of the principles of interpretation) and *metaphysics* (the philosophy of the ‘more than’), and finally, *aesthetics* (the philosophy of beauty and the arts) which is optional. Here too, the systems’ strengths and weaknesses are critically examined and personalised by applying them to life experience. The issues raised by these investigations are then discussed, using directors Lana Wachowzki and Lilly Wachowski’s *The Matrix*.

Overall, the course is designed to practise the art of living inside the questions posed by the story of human existence and how it has been preserved in *sacred* (and secular) *text*, and the humanity we call *homo sapiens*.

SCIENCE

The course aims to provide students with the experience of each of the disciplines of science in order to develop and extend their existing knowledge and skills, and to assist them in selecting studies for their VCE.

In **Chemistry**, students cover the topics of laboratory safety, the Periodic Table, bonding, writing chemical formulae and equations.

The **Biology** unit examines the genetic basis of inheritance, human inheritance, biodiversity, the chemical code for life and methods of controlling inheritance. The focus then moves to concepts of evolution in the context of natural selection.

In the **Physics** unit students explore the fundamental aspects of mechanics and are required to carry out calculations that use Newton’s Laws and the basic equations of motion. Energy transformations are explored in view of the Law of Conservation of Energy.

The **Earth and Space Science** unit introduces students to global systems such as the carbon cycle in the context of climate change and human impact on the environment. The study also covers ideas about the origin of the Universe, such as the Big Bang Theory.

PHYSICAL EDUCATION

In Year 10, Physical Education is a compulsory subject; the time allocation being four lessons per cycle, normally this comprises of a double lesson each week.

The focus in Year 10 is upon enjoyment and teamwork as students undertake a wide range of activities. In Term 1 the topic is racquet sports and AFEA Fitness testing. Term 2 covers fitness related activities and Netball. In Term 3, students participate in Volleyball and take part in an interclass competition in sports ranging from indoor soccer, volleyball, lacrosse, handball and indoor hockey. Term 4 activities cover a range of elective sports.

Standards of dress are maintained and full participation is expected.

Course Descriptions – Year 10 Electives Curriculum

ART

The Art course in Year 10 consists of four areas of study. The first deals with Still life as an ongoing subject in art. The second looks at the development of Cubism and how it shaped artistic practice in the modern era. The third focuses on the use of the design process to creatively respond to themes and produce expressive artworks. The fourth and final area is the history of Still life painting from the seventeenth century to the present and the influence of Cubism as seen in the work of artists such as Pablo Picasso.

- In Semester One students will:
- Do several observational drawings of Still life subjects using tone and colour
- Be introduced to painting techniques and produce a painting of a Still life subject
- Produce a Folio piece in the form of an acrylic painting using the design process
- Write an essay on the history of still life
- Write a Comparative essay on the work of several still life artists

In Semester Two students will:

- Be introduced to Cubism as the most significant art period of the last century
- Do a drawing using Cubist approaches to pictorial space
- Work through a Folio piece using the design process to respond to a theme done in a form and medium of the student's own choice
- Write an essay showing the development of Cubism as seen in the work of Pablo Picasso and Georges Braque
- Write a comparative essay on the work of several Cubist artists

ELECTRONICS AND PROGRAMMING

The Year 10 Electronics and Programming elective is designed for students who:

- Have an interest in electronics and programming and robotics
- Enjoyed the Solar Tech or Robotics elective in Year 9
- Are interested in gaining a well-rounded understanding of the physical sciences to support their intended studies; or
- Want to learn hands-on skills to complement other Science studies.

Semester 1 consists of a course where students will gain knowledge and skills in programming using Visual Basic. Semester 2 consists of a project-based electronics unit covering the function and use of basic electronics devices in the context of robotic control systems.

There is no prerequisite for this elective, although knowledge and skills gained in the Year 9 Robotics or Solar Technology elective will be an advantage.

FRENCH

The Year 10 French course is designed to consolidate basic skills acquired in Years 7-9 as well as to expose students to more sophisticated grammatical and linguistic structures. Students exchange information and opinions, and provide examples and explanations on topics, such as daily routine, travel, relationships and study. Students write their own personal messages in the form of a presentation letter, a diary entry, fictional stories and essays. There is also an increased emphasis on oral competency.

They develop the skills to grasp the overall meaning of spoken and written texts, decipher new words and structures, and understand that it is not always necessary to know every word or language structure to make sense of the text. Students also start learning synonyms and homonyms in order to develop their range of vocabulary. A wider range of resources is also used to support their learning. They compare aspects of French life with life in Australia, for example the education system and daily life.

Students need to have completed Year 9 French before applying for Year 10 French.

GEOGRAPHY

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

HISTORY

The Modern World and Australia

History at Year 10 is divided into Studies as described below:

Depth Study 1 - World War II (1939-45)

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Topic 1. An overview of the causes and course of World War II

Topic 2. An examination of significant events of World War II with particular focus on the Holocaust and use of the atomic bomb

Topic 3. The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)

Topic 4. The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)

Topic 5. The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia

Depth Study 2 - Rights and Freedoms

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
Rights and freedoms (1945 – the present)

Topic 1. The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration

Topic 2. Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations

Topic 3. The US civil rights movement and its influence on Australia

Topic 4. The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology

Topic 5. Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle

Topic 6. The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007)

Depth Study 3 - Migration experiences (1945 – present)

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study Migration experiences.

Topic 1. The waves of post-World War II migration to Australia, including the influence of the Cold War

Topic 2. The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' and the role of migrants in nation building. Topic 3. The impact of the Vietnam War and Indochinese refugees and their significance for Australia. Topic 4. The contribution of migration to Australia's changing identity as a nation and to its international relationships and the contentious nature of refugees in Australia.

The cross curricular priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and sustainability are embedded in the learning activities.

A large range of skills are taught during this year to enable students to reach the achievement standards set out below.

By the end of Year 10, students will be able to refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past and the significance of events and developments from a range of perspectives. They will interpret and recognise the evidence used to support their findings

JAPANESE

Students who undertake the study of Japanese at Year 10 move from comprehending Japanese and communicating through speech and writing in a practical yet limited sphere to extend their aural and academic skills to a broader range of age-relevant topics and issues. They move beyond simple sentences about the personal world and start to express themselves in more sophisticated terms in order to function in the real Japanese speaking world. Students will continue learning to discuss everyday topics such as their leisure activities, their school life, shopping, relationships, part-time jobs, and future endeavours. Students complete a wide range of routine and challenging tasks in class and at home based on the four communication skills: listening comprehension, speaking, reading comprehension and writing. These tasks include language practice activities in the form of games, role-playing, multimedia presentations. International cross-cultural activities may also be involved between collaborating schools overseas and ours. The course is the bridge between elementary Japanese to VCE Japanese, and therefore it will benefit the student to commit to building one's Japanese skills throughout the school year and discovering the fun in the process.

Students need to have successfully completed Year 9 Japanese before attempting this subject.

CREATING AND PERFORMING MUSIC

Music in Year 10 is available either as a **YEAR 10 SUBJECT ELECTIVE** or as a **VCE UNIT 1/2** course. A feature of the course is the amount of enjoyable practical work involved in the course, whether in the Year 10 Subject Elective or as part of the VCE Unit 1/2 Course. Students interested in taking a music course in Year 10 or in doing a VCE Music course are advised that it is best to take the Year 10 Music course in Year 10, rather than undertaking the VCE 1/2 course.

Creating and Performing Music Elective in Year 10 will provide students the opportunity to compose using music technology, perform in a group or as a soloist across many different styles, and further their understanding of music styles and literacy. Students choosing this subject should be studying an instrument and should be able to read music.

Throughout the year in Creating and Performing Music Elective in Year 10, students will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and creativity. Students will enhance their appreciation, knowledge and skills in music, fostering a life-long musical enjoyment and prepare students for further music course options. Students will study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening.

You do not have to intend to do VCE Music as a subject in order to do Year 10 Music as an elective. However, it is essential that you are learning an instrument or voice with a recognised instrumental tutor as there will be practical elements during the year requiring use on an instrument or voice.

Possible Music pathways for Year 10 Music

There are four possible pathways you can consider if you wish to include a Music subject as part of your VCE course. In past years there have been some students who have included two or even three VCE Music subjects: to do this you would need to be intending to make music your preferred career option, and wish to concentrate your school efforts musically. However, in most cases following a single music subject pathway is sufficient for entry into a tertiary music course, or if you intend taking a music course for the excellent reason that you enjoy being involved in and making music.

OR as a Group/Ensemble Recital with a School assessed Solo component

	2020 (Year 10)	2021 (Year 11)	2022 (Year 12)
Pathway One Best Option	Year 10 Music Creating and Performing	VCE Performance 1/2	VCE Music Performance 3/4 Solo or Group
Pathway Two	VCE Music Performance 1/2	VCE Music Performance 3/4 Ensemble/Group Option	
Pathway Three	VCE Music Performance 1/2	VCE Music Performance 3/4 Solo Option (you need to consult about this option)	
Pathway Four	Year 10 Music Creating and Performing	VCE Performance 1/2	VCE Music Investigation 3/4 / Music Styles & Composition (may be offered in 2019 or 2020)

Music students interested in the technological aspects of music production may also like to consider including the VET Music Industry course as part of their subject selection. In this case, additional pathways might be:

	2020 (Year 10)	2021 (Year 11)	2022 (Year 12)
Pathway Five	VET Music Industry 1/2	VET Music Industry 3/4 and VCE Performance 1/2	VCE Music Performance 3/4 (Solo or Group)
Pathway Six	VET Music Industry 1/2 & Year 10 Music	VET Music Industry 3/4 and VCE Performance 1/2	VCE Music Performance 3/4 (Solo or Group)

The Director of Performing Arts, would be happy to discuss these options with students who are considering choosing either the Year 10 Subject Elective or taking a VCE Music 1/2 or 3/4 sequence.

PERSONAL INVESTMENT

This course introduces students to a range of financial skills and knowledge which aims to make them more financially literate and competent. After completing this course of study, students will have the ability to make informed judgments and effective decisions regarding the use and management of money in a dynamic and complex financial system. These attributes are developed through a study program that includes personal money management, sources of credit, interest rates, alternative investments such as shares and real estate, a detailed study of taxation and the world of work. The skills involved in personal decision making are supported with investigations of the 'bigger picture' issues such as money markets, labour markets and global economic change.

VISUAL COMMUNICATION DESIGN

Designers create and communicate through visual means to shape the quality of our life. In Year 10 Visual Communication Design is the only subject offering multiple design studies in the curriculum. The fields include architecture and the built environment, fashion, product design, graphic design, illustration, urban planning and landscape design, advertising and marketing, engineering and industrial design. All areas are based on understanding drawing and its conventions including computer aided design to communicate form in either two – or three dimensional form. Through the completion of sustained design projects, students are required to demonstrate the design process. The subject also tackles the broader skills and issues driving the multimedia revolution; the importance of Design thinking which is critical in all areas of the curriculum. Creative, critical and reflective thinking (design thinking) supports students to progress in all subject areas. Methods include computers, printers, web access, a range of software tools including applications to support the creation and manipulation of text, graphic design and images and input devices such as scanners, digital cameras and drawing tablets.

Assessment Tasks

- Typography
- Brand Identity
- Packaging
- Rendering
- Architecture
- Advertising
- Examination

DESIGN TECHNOLOGY WOOD

Wood Technology in Year 10 is a more advanced course based on developing the skills learnt in earlier years. This course has two major projects that the students need to produce and are developed off a design brief for each item. The students make use of the internet to gain ideas and then design each project with scale drawings for their individual needs. All students use VOS which has rubric assessments for each task and the design briefs for each project. The students also complete comprehensive reports on each item.

In Semester one the students will:

- Develop a thorough understanding of OHS in a workshop environment using Ongoard
- Design a personalised server tray from a design brief for Mother's Day
- Use small routers to produce timber inlays in projects

In Semester two the students will:

- Use inspiration from guru Sam Malouf to investigate and design a bedside table
- Create intricate timber inlays
- Have the option to complete a project from the Wood Lathe

The VCE Studies

This section contains some introductory information about all the subjects and units being offered in 2022. They have been arranged alphabetically.

ACCOUNTING

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1: Role of accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

Areas of Study

1. The role of accounting;
2. Recording financial data and reporting accounting information for a service business.

Unit 2: Accounting and decision-making for a Trading Business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Areas of Study

1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Unit 3: Financial accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system.

Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

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

In this unit students further develops their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.

Areas of Study

1. Extension of recording and reporting
2. Budgeting and decision-making

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Accounting](#)

APPLIED COMPUTING

Rationale

We now interact with technology in almost all aspects of our work and personal lives. It also continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies.

This study equips students with a broad range of knowledge and skills that are required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, artificial intelligence, machine learning, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies

Areas of study

1. Data analysis
2. Programming

Unit 2: Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and are given time to develop a product, prototype or proof-of-concept. They also develop important cybersecurity skills by proposing strategies for reducing security risks to data and information in our global networked environment.

Areas of study

1. Innovative solutions
2. Network security

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 1 and 2 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Applied Computing](#)

DATA ANALYTICS

Rationale

“Big data” is going to be one of the most important resources in this century. This study focuses on the nature of data and how it can be acquired, analysed to identify patterns or trends, structured efficiently, represented visually, and interpreted to extract meaning to produce information.

In this study students learn to identify and extract data using software tools such as online databases, spreadsheets, and data visualisation software. This data is then analysed and used to create attractive and meaningful data visualisations or infographics. These skills are vital for allowing modern businesses and organisations to make effective decisions.

Unit 3: Data Analytics

In this unit, students identify and extract large authentic datasets using online data repositories for pattern and trend identification and analysis. After validation and testing techniques are applied to ensure the completeness and reasonableness of the data set, they create data visualisations or infographics according to given design principles and formats. They also apply the problem-solving methodology to commence their long-term School Assessed Task, creating a research question on a topic of their choosing for further study.

Areas of study

1. Data analytics
2. Data analytics: analysis and design

Unit 4: Data Analytics

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets. An emphasis is placed on effective designs and clarity of message when communicating their findings to a target audience. Students apply computational thinking skills when developing their design ideas into infographics or dynamic data visualisations. They also investigate the current security strategies used by an organisation to protect data and information from accidental, event-based and deliberate threats, and make recommendations on how to improve current cybersecurity practices.

Areas of study

1. Data analytics: development and evaluation
2. Cybersecurity: data and information security

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination.

[Study Design for Data Analytics](#)

SOFTWARE DEVELOPMENT

Rationale

Software plays a key role in every major industry on the planet. This study allows students to develop their understanding of how digital systems and solutions, run by software, can be used by individuals and organisations to achieve better outcomes in efficiency and effectiveness.

In VCE Software Development students are given numerous opportunities to develop their computational, problem-solving, project planning, critical and creative thinking skills.

Unit 3: Software development

In this unit students develop an understanding of the analysis, design and development stages of the problem-solving methodology, applying this knowledge to develop working software modules using a programming language. For their School Assessed Task, students then go on to identify a need or opportunity in an area of their choosing. They select an appropriate development model, prepare a project plan, develop a software requirements specification and design their own software solution.

Areas of study

1. Software development: programming
2. Software development: analysis and design

Unit 4: Software Development

In this unit students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation. They focus on how the information needs of individuals and organisations are met through the creation of software solutions. Students also consider the accidental, deliberate and event-based cybersecurity risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of study

1. Software development: development and evaluation
2. Cybersecurity: software security

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination

[Study Design for Software Development](#)

BIOLOGY

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

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

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

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life.

Areas of study

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation.

Areas of study

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives.

Areas of study

1. How do cellular processes work?
2. How do cells communicate?

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected.

Areas of study

1. How are species related?
2. How do humans' impact on biological processes?
3. Practical investigation.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Biology](#)

BUSINESS MANAGEMENT

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. This Unit provides an opportunity for students to explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. **Areas of study**

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

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Areas of study

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

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

Areas of study

1. Business foundations
2. Managing employees
3. Operations management

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Areas of study

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

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Business Management](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

CHEMISTRY

Rationale

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

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Areas of Study

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Areas of Study

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Areas of Study

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Chemistry](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

ECONOMICS

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

Unit 1: The behaviour of consumers and businesses

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.

Areas of study

1. Thinking like an economist
2. Decision making in markets

Unit 2: Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

Areas of study

1. Economic growth, long-term economic prosperity and environmental sustainability
2. Economic efficiency and equity
3. Global economic issues

Unit 3: Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of good and services.

Areas of study

1. An introduction to microeconomics: the market system, resource allocation and government intervention.
2. Domestic macroeconomic goals
3. Australian and the world economy

Unit 4: Managing the economy

In this unit, the ability of the Australian Government to achieve its domestic macroeconomic goals and its significant effect on living standards in Australia is investigated.

Areas of study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Economics](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

ENGLISH/ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Rationale

This study develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

1. Reading and creating texts
2. Analysing and presenting argument

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

1. Reading and comparing texts
2. Analysing and presenting argument

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of Study

1. Reading and creating texts
2. Analysing argument
3. Listening to texts (EAL ONLY)

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

1. Reading and comparing texts
2. Presenting argument

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for English/English as an Additional Language](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

ENGLISH LANGUAGE

Rationale

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

Unit 1: Language and Communication

The focus of this unit is language and its use in communication.

Areas of study

1. The nature and functions of language.
2. Language acquisition.

Unit 2: Language Change

The focus of this unit is language change. Languages are dynamic and 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.

Areas of study

1. English across time.
2. Englishes in contact.

Unit 3: Language Variation and Social Purpose

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of study

1. Informal language.
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. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations.

Areas of study

1. Language variation in Australian society.
2. Individual and group identities.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for English Language](#)

FOOD STUDIES

Rationale

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: Food origins

This unit looks at how history and culture have impacted on the foods available to us today. Students investigate where food originated from and how its role has changed through time and across the world. **Areas of study**

1. Food around the world
2. Food in Australia

Unit 2: Food makers

In this unit students investigate how food is produced in modern day Australia, exploring large and small scale food production inside and outside the home

Areas of Study

1. Food industries
2. Food in the home

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – what happens to food after it is eaten, the microbiology of digestion and how our body and mind helps us to appreciate food.

Areas of study

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

Unit 4: Food issues, challenges and Futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to how our food production and our access to food can impact on the environment. **Areas of Study**

1. Environment and ethics
2. Navigating food information

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Food Studies](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

FRENCH

Rationale

Students who learn French are given the chance, not just to learn a body of knowledge, but also to enter and experience the rich culture of French society in a way a tourist could not dream of doing. Their study contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

Areas of Study Units 1-4

1. Interpersonal communication
2. Interpretive communication

Unit 1

In this unit, skill development is based around three themes; The Individual, The French-Speaking community and The Changing World.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. . Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities.

Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

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 three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students 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. They reflect on how knowledge of French and French-speaking communities 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 culture through the study of two or more subtopics from the prescribed themes and topics. . Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for French](#)

GEOGRAPHY

Rationale

VCE 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.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

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.

Areas of Study

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

Unit 2: Tourism

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.

Areas of Study

1. Characteristics of tourism
2. Impact of Tourism

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.

Areas of Study

1. Land cover change
2. Land use change

Unit 4: Human population – trends and Issues

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.

Areas of Study

1. Population dynamics
2. Population issues and challenges

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Geography](#)

GLOBAL POLITICS

Rationale

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global challenges such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

Unit 3: Global Actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power.

Areas of Study

1. Global Actors [United Nations, International Criminal Court, International Monetary Fund, Terrorist Organisations, Transitional Corporations, NGOs, States)
2. Power in the Asia Pacific [China]

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law.

Areas of Study

1. Ethical Issues and Debates [Human Rights and Arms Control]
2. Global Crises [Terrorism and Climate Change]

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Global Politics](#)

HEALTH AND HUMAN DEVELOPMENT

Rationale

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

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

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

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.

Areas of study

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

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progressions from youth to adulthood.

Areas of study

1. Developmental transitions
2. Health care in Australia

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Areas of study

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

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Areas of study

1. Health and wellbeing in a global context
2. Health and sustainable development goals

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Health and Human Development](#)

HISTORY

Rationale

VCE History incorporates a consistent approach to disciplinary thinking which is based on research about how students learn history. Within each unit there is explicit reference to historical thinking concepts. These concepts underpin the treatment of key knowledge and are an explicit part of the key skills in each area of study. The discipline of history consists of substantive and procedural knowledge. Substantive knowledge refers to an understanding of individuals, groups, events, ideas, practices and movements in specific places and times. Procedural knowledge deals with how meaning is constructed in history as a form of inquiry. These forms of knowledge are interdependent and promote depth of understanding.

History - Units 1 and 2: Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Unit 1: The making of empires 1400 –1775

The Early Modern era, 1400 –1775, was a time of transition between medieval feudalism and the modern, secular nation-state.

Area of Study

1. Exploration and expansion
2. Disruptive ideas

Unit 2: Empires at work 1400 –1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

Areas of Study

1. New colonies, new profits
2. Challenges of empires

History - Units 3 and 4: Revolutions

In Units 3 and 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.

Unit 3: Areas of Study 1 and 2 American Revolution

1. Causes of revolution
2. Consequences of revolution

Unit 4: Area of Study 1 and 2 Russian Revolution

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century.

Areas of study

1. Crises that tested the nation 1929–1945
2. Voices for change 1965–2000

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

JAPANESE

Rationale

Students who learn Japanese are given the chance, not just to learn a body of knowledge, but also to enter and experience the intriguing culture of Japanese society in a way a tourist could not dream of doing. The study of another language enhances the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools.

This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Areas of Study Units 1-4

1. interpersonal communication;
2. interpretive communication;
3. presentational communication.

Unit 1

In this unit, students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three themes; The Individual, The Japanese-Speaking community and The Changing World. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit, students develop an understanding of aspects of language and culture through the study of three or more prescribed topics. Through the study of visual, spoken or written texts, students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3

In this unit, students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities.

Unit 4

In this unit, students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and two end-of-year examination.

[Study Design for Japanese](#)

LEGAL STUDIES

Rationale

Legal Studies examines the institutions and principles which are essential to Australia's legal system. In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

Unit 1: Guilt and liability

In this unit students develop an understanding of 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.

Areas of study

1. Legal foundations
2. The presumption of innocence
3. Civil liability

Unit 2: Sanctions, remedies and rights

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.

Areas of study

1. Sanctions
2. Remedies
3. Rights

Unit 3: Rights and justice

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.

Areas of study

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

Unit 4: The people and the law

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

Areas of study

1. The people and the Australian Constitution
2. The People, the Parliament and the Courts

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Legal Studies](#)

LITERATURE

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1: Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Analyses of the features and conventions of texts help students develop increasingly discriminating responses to a range of literary forms and styles.

Areas of study

1. Reading practices
2. Ideas and concerns in texts

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world.

Areas of study

1. The texts, the reader and their contexts
2. Exploring connections between texts

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

Areas of study

1. Adaptations and transformations
2. Creative responses to texts

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view.

Areas of study

1. Literary perspectives
2. Close analysis

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Literature](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

MATHEMATICS

Rationale

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

Structure

The study is made up of the following units:

Year 11

- Foundation Mathematics, Units 1 & 2
- General Mathematics, Units 1 & 2
- Mathematical Methods, Units 1 & 2
- Specialist Mathematics, Units 1 & 2

Year 12

- Further Mathematics, Units 3 & 4
- Mathematical Methods, Units 3 & 4
- Specialist Mathematics, Units 3 & 4

Each unit deals with specific prescribed content and is designed to enable students to achieve a set of defined outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Foundation Mathematics, Units 1 and 2

Foundation Mathematics is designed for students who do not intend to study Mathematics in Year 12 or students who intend to follow a vocational pathway. In Foundation Maths there is a strong emphasis on the use of practical contexts encountered in everyday life in the community.

Areas of Study

1. Space, shape and design
2. Patterns and numbers
3. Data
4. Measurement

General Mathematics, Units 1 and 2

General Mathematics is designed for students who do not require a high level of Mathematics for their future career paths. General Mathematics is an ideal preparation for Further Mathematics, Units 3 and 4 in Year 12.

Areas of Study

1. Algebra and structure
2. Arithmetic and numbers
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

Mathematical Methods, Units 1 and 2

Mathematical Methods Units 1 and 2 may be taken alone or in conjunction with General Mathematics or Specialist Mathematics. Mathematical Methods, Units 1 and 2 contains the assumed knowledge and skills for Mathematical Methods, Units 3 and 4 which is usually attempted in Year 12. In Mathematical Methods, students are introduced to simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their application in a variety of practical and theoretical contexts. **Areas of Study**

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and Statistics

Specialist Mathematics, Units 1 and 2

Specialist Mathematics is designed for more able students who want to study Specialist Mathematics in Year 12 or who want to develop a broader mathematical band as a preparation for Mathematical Methods Units, 3 and 4 in Year 12. Students choosing Specialist Mathematics must also choose Mathematical Methods Units, 1 and 2 in Year 11. In Specialist Maths, students take a course of study that with a focus on the in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Area of Study

1. Arithmetic and number
2. Geometry, measurement and trigonometry
3. Graphs of linear and non-linear relations
4. Algebra and structure
5. Transformation, trigonometry and matrices
6. Discrete mathematics
7. Statistics

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

Some possible combinations of Mathematics units

The following table gives some possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 level.

Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
General Mathematics 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4, alone or with Specialist Mathematics 3 and 4

Entry

There are no prerequisites for entry to General Mathematics and Specialist Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However, it is strongly recommended that students attempting Mathematical Methods and Specialist Mathematics, in particular, are expected to have a very sound background in algebra, graphing techniques, and probability.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in Mathematical Methods Units 3 and 4.

Students may not obtain credit for more than four units of a combination of General Mathematics and Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2.

Please note Specialist Mathematics must be undertaken with Mathematical Methods.

If a student completes Unit 3 & 4 in Further Mathematics, Mathematical Methods, and Specialist Mathematics, then only the top two results are considered in the top four study scores that contribute to the students overall ATAR score.

[Study Design for Mathematics](#)

This entry refers to the current VCE Study Design, please follow the links below to be updated on proposed changes for 2023.

Further Maths: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx>

General Maths: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>

Maths Methods: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx>

Specialist Maths: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx>

MEDIA

Rationale

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

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1: Media forms, representation and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.

Areas of study

1. Media Representations
2. Media forms in productions
3. Australian stories

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.

Areas of study

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

Unit 3: Media narratives and pre-production

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

Areas of study

1. Narrative and ideology
2. Media production development
3. Media production design

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation.

Areas of study

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

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Media](#)

MUSIC PERFORMANCE

At Gippsland Grammar, we offer the Music Performance course, which amalgamates Music Solo Performance and Group Performance. The other options available in the Music Study Design are; Music Styles and Composition and Music Investigation. Music Styles and Composition and Music Investigation are only offered via distance education mode, with some school based support.

Rationale

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

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

The current Music Study will allow students to perform **either as a soloist OR as a member of a group**. Students choosing to make solo performance in Units 3 & 4 their main focus will also have to perform some music as a member of a group or ensemble, whilst students choosing to make performance as a member of a group or ensemble in Units 3 & 4 their main focus will also have to perform some music as a soloist. This new approach allows students much greater performing flexibility. The final recital, worth 50% of the VCE Music mark, will be undertaken either as a soloist or as a member of an ensemble or group. School based performances will be assessed for the alternate performance context, either as a group member or as soloist, depending on the main performance focus.

The **Performance and Performance Technique** outcomes are based on the ongoing lessons with your instrumental teacher, whilst ensemble work will take place in class as well as with an ensemble teacher.

The **Musicianship** outcomes are designed to support solo and ensemble performance by students through developing strong aural, theory and analysis skills, all essential in learning to give the best possible performances.

An important element of this study design is that the discussion as to whether to present your final recital as a soloist or as an ensemble or group member is not taken until your enter Units 3 & 4. This allows you to keep your options open about which mode of performance suits you best.

Unit 1: Music Performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language
4. Organisation

Unit 3: Music Performance

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Unit 4: Music Performance

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and two end-of-year examinations.

Pathways for students taking the VCE Music Performance Courses

The following chart may help you see the music pathway more clearly:

	2021 (Year 10)	2022 (Year 11)	2023 (Year 12)
Music Performance Pathway 1	Year 10 Music	Music Performance 1/2	VCE Music Performance 3/4
Music Performance Pathway 2	VCE Music Performance 1/2	Skip a Year	VCE Music Performance 3/4
Music Performance Pathway 3	VCE Music Performance 1/2	VCE Music Performance 3/4	

[Study Design for Music](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

OUTDOOR AND ENVIRONMENTAL STUDIES

Rationale

Outdoor and Environmental Studies 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.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflecting upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit 1: Exploring Outdoor Experiences

This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments.

Areas of study

1. Motivations for outdoor experiences
2. Influences on outdoor experiences

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.

Areas of study

1. Investigating outdoor environments
2. Impacts 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.

Areas of study

1. Historical relationship with outdoor environments
2. Relationships with Australian environments since 1990

Unit 4: Sustainable Outdoor Relationships

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.

Areas of study

1. Healthy outdoor environments
2. Sustainable outdoor environments

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Outdoor and Environmental Studies](#)

PHYSICAL EDUCATION

Rationale

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

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

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Areas of study

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

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Areas of study

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

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Areas of study

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

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and socio-cultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Areas of study

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

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Physical Education](#)

PHYSICS

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

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

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. **Areas of study**

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

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

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

Areas of Study

1. How can motion be described and explained?
2. One of twelve optional topics
3. Practical investigation

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world.

Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.

Areas of Study

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Physics](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

PSYCHOLOGY

Rationale

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. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. 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.

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

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

In this unit 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.

Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. **Areas of Study**

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

Unit 4: How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Student-directed practical investigation

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Psychology](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

STUDIO ARTS

Rationale

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stage of studio practice and learn how to explore, develop, refine, resolve and present artworks.

Areas of study

1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

Unit 2: Design Explorations and Concepts

In this unit students focus on establishing and using a studio practice to produce artworks.

Areas of study

1. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks

Unit 3: Studio Production and Professional Art Practices

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration.

Areas of study

1. Exploration proposal
2. Studio process
3. Artists and studio practices

Unit 4: Studio Production and Art Industry Contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3.

Areas of study

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Studio Arts](#)

This entry refers to the current VCE Study Design, please follow the link below to be updated on proposed changes for 2023.

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

THEATRE STUDIES

Rationale

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community- related pathways

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, that is, works prior to the 1920's.

Areas of Study

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

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, that is, the 1920's to the present. **Areas of Study**

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

Unit 3: Producing theatre

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

Areas of Study

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

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue.

Areas of Study

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

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Theatre Studies](#)

VISUAL COMMUNICATION DESIGN

Rationale

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

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental, and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials, and methods of production. Creative, critical, and reflective thinking supports students to progress through the design process.

Throughout the study students explore manual and digital methods to develop and refine presentations. During their study students can investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They can draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

Through the rapid acceleration of the capabilities of digital design technologies students can make informed choices of the ethical and environmental sustainability issues, that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design, art and design-related studies, including communication, industrial, fashion design, architecture, environmental design, landscape architecture, product design/engineering and media.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts.

Areas of study

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication in context

Unit 2: Applications of visual communication design within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. **Areas of study**

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Areas of study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief.

Areas of study

1. Development, refinement and evaluation
2. Final presentations

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination and SAT.

[Study Design for Visual Communication Design](#)

VCAL Studies

VCAL LITERACY STRAND

Rationale

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

Aim

Study in this strand is designed to:

- develop knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community
- develop knowledge, skills and attributes relevant to the practical application of numeracy in the contexts of everyday life, further learning, work and community
- provide pathways to further study and work

VCAL PERSONAL DEVELOPMENT STRAND

Rationale

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society.

Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community. This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Aim

The Personal Development Skills units are designed to develop and improve:

- self-awareness and self-worth
- health and wellbeing
- social connectedness
- community and environmental awareness
- critical and creative thinking.

VCE VET Studies

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Rationale

The VCE VET Health Services Assistance program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

Aims

The VCE VET Health Services Assistance program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the health industry and to enable participants to gain a recognised credential and to make an informed choice of vocation or career path. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

VCE VET Units 1–2

CHCCOM005	Communicate and work in health or community services
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBWOR301	Organise personal work priorities and development
CHCCCS002	Assist with movement
CHCCCS010	Maintain high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
HLTAID003	Provide first aid

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, in preparation for scored assessment in Year 12.

VCE VET Units 3-4

BSBMED301	Interpret and apply medical terminology appropriately
HLTAAP001	Recognise healthy body systems
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
CHCCCS009	Facilitate responsible behaviour
HLTHPS001	Take Clinical Measurement

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, which along with their VCAA exam in November, will contribute to their ATAR.

CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Rationale

The VCE VET Furniture Making program covers a wide range of design and production skills, culminating in the construction of two substantial pieces of handcrafted furniture. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

Aims

The VCE VET Furniture Making program aims to:

- Provide students with the knowledge and skills to work safely and achieve a high standard of design and production skills
- Enable students to gain an industry recognised credential while also contributing a study score gained through “applied learning” toward their ATAR
- Provide skills for further study or a vocational career path
-

VCE VET Units 1–2

Core units	
MSFFP2002	Develop a career plan for the furniture industry
MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFM2003	Select and apply hardware
MSFFP2003	Prepare surfaces
MSFFP2004	Apply domestic surface coatings
MSFFP2005	Join materials used in furniture
MSFFP2006	Make simple timber joints

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, in preparation for scored assessment in Year 12.

Students taking this course will be charged \$80.00 to cover cost of all wood uses (various species), finishes and fixtures. Parents will be advised by mail of any additional charges for external courses such as First Aid training and the Construction Induction card.

VCE VET Units 3-4

Core units	
MSFFM2001	Use furniture making sector hand and power tools
MSFFM2002	Assemble furniture components
MSFFP2001	Undertake a basic furniture making project
MSFGN2001	Make measurements and calculations

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, which along with their VCAA exam in November, will contribute to their ATAR.

CERTIFICATE III IN MUSIC INDUSTRY (SOUND PRODUCTION)

Rationale

Certificate III in Music Industry Sound Production is a stand-alone Certificate as well as a scored VCE subject. It provides students with a wide range of knowledge and skills to be able to work in the music industry in a wide variety of music technology and related fields. Our course is focused on live performance audio technology and audio recording technology.

Outcomes

At the completion of the two year course students will be able to:

- Work under supervision in live/studio audio environment
- Work safely, maintaining work/contractual relations
- Understand the way the music industry functions

Developing on electives taken:

- Build listening and aural training skills
- Operate a non-commercial studio
- Set up and operate a professional PA system for a medium sized venue
- Operate computer generated music

Students must gain at least 40 hours work experience in a music production environment such as Gippsland Grammar's Music Department.

VCE VET Units 1 -2

Code	Units of competence
BSBWHS201	Contribute to health and safety of self and others
CUACMP301	Implement copyright arrangements
CUAIND303	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice
CUASOU202	Perform basic sound editing
CUASOU302	Compile and replay audio material

VCE VET Units 3-4

Code	Units of competence
CUASOU201	Develop basic audio skills and knowledge
CUASOU306	Operate sound reinforcement systems
CUASOU307	Record and mix a basic music demo
CUASOU308	Install and disassemble audio equipment
CUASOU402	Manage audio input sources

Competency Based Assessment

The assessment of student performance in the training program is competency based. In order to satisfactorily complete the program students must demonstrate competence in the units of competence that make up the program. If a student submits work that does not meet the required standard they are deemed not competent and will be asked to resubmit.

GLOSSARY TERMS

ATAR	Australian Tertiary Admissions Rank. The overall ranking on a scale of 0-99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called the ENTER.
Baccalaureate (VCE)	The VCE Baccalaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.
GAT	The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.
Outcomes	What students are expected to know and be able to do on completing a VCE unit. Each VCE Unit includes two to four outcomes.
Pathway	A Study Option. Students can choose to undertake the VCE or VCAL. VET subjects can be studied within both or a school- based apprenticeship undertaken.
Review Panel	A Review Panel aims to identify students' problems and to develop an approach to them prior to a student failing a subject.
RTO	Registered Training Organisation. An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.
SAC	School Assessed Coursework in Unit 3/4 subjects only.
SAT	School Assessed Task in Unit 3/4 subjects only.
Semester	A semester is one half of the academic year. Most units last for one semester.
Sequence	The order in which you do your VCE units, for example a Units 3 and 4 sequence.
Statement of Results	A set of documents that formally state the results you achieved in VCE and/or VCAL and whether or not you have graduated.
Study	A Study is basically a subject. Each Study consists of two or four Units.
Study Score	A Study Score is reported for each student's 3/4 Units. It is a score from 0 to 50.
Units (VCAL)	Accredited units in Literacy, Numeracy, Personal Development and Work Related Skills that contribute as credits towards the VCAL.
Units (VCE)	The parts of a Study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.
VCAA	Victorian Curriculum and Assessment Authority. It is the Victorian State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.
VCAL	Victorian Certificate of Applied Learning.
VCE	Victorian Certificate of Education.
VCE VET	A VET subject that receives credit as a VCE subject and is examinable.
VET	Vocational Education and Training. VET Units are usually taken in conjunction with TAFE institutions and refers to nationally recognised vocational certificates.

STATIONERY REQUIREMENTS 2022

These items can be collected before Rollover from Thursday 4 November 2021 OR from Friday 14 January 2022 for new students.

Subject Specific Requirements

Accounting

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper

Studio Arts

- A range of pencils (HB, B, 2B)
- Eraser
- Sharpener
- Students taking this course will be charged \$60.00 to cover items such as a workbook, canvas, paint, drawing cartridge paper, mount board, etc.

Biology

- 4 Binder books, lined A4 size, 96 pages
- Display folder for practical work

Business Management

- 1 lever-arch binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 10 plastic pockets

Chemistry

- 1 Scientific Calculator
- 4 Binder books, lined A4 size, 96 pages

Applied Computing

- 8GB USB Data Stick
- 1 Binder book, lined A4 size, 96 pages

Theatre Studies

- 1 binder book, lined A4 size, 96 pages
- 1 sketch book – A4 Size

Economics

- 1 lever-arch binder
- 2 packets of A4 loose leaf-lined paper
- 1 binder book, lined A4 size, 96 pages
- 10 plastic pockets

English/EAL

- Students taking English Units 1 and 3 will be provided with a 96page SAC workbook and the cost debited to students' accounts.*

English Language

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 20 plastic pockets

Food Studies

- 1 A4 Display folder
- 1 four ringed binder
- 20 plastic pockets

French

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 10 plastic pockets

Geography

- 1 packet of A4 loose-leaf lined paper
- 20 Plastic Pockets
- 1 set of dividers

Global Politics

- 1 four ring binder
- 1 set of dividers
- 2 packets of A4 lined paper
- 10 plastic pockets

Health and Human Development

Use of notebook

History

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 6 plastic pockets

Japanese

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 5 plastic pockets

Legal Studies

- 1 leaver-arch binder
- 2 packets of A4 loose-leaf lined paper
- 2 packet of dividers
- 10 plastic pockets

Literature

- Students taking Unit 1 & 3 Literature will be provided with a 96page SAC workbook and the cost debited to students' accounts.*

Mathematics: for **all** maths classes unless otherwise stated

- 1 Maths Grid Book
- 1 A4 display folder (for loose worksheets)
- 1 Scientific calculator**
- Ruler, pencil, eraser, sharpener
- Approved Graphing Calculator (see note no.4 below regarding purchase details)

Media

- 8GB USB Data Stick
- SD card
- Cambridge: Media Reframed Units 1-4 Ebook
- Students taking this course will be charged \$40.00 to cover items such as a workbook, drawing cartridge paper, printing paper, mount board, etc.**

Music Performance

- 1 four ringed binder
- 1 packet of loose-leaf lined paper
- 1 packet of loose-leaf manuscript paper
- 1 packet of dividers (5 style)
- 6 x 3B pencils
- 2 erasers

Outdoor and Environmental Studies

Use of notebook

Physical Education

Use of notebook

Physics

- 4 Binder books, lined A4 size, 96 pages
- 1 Scientific Calculator

Psychology

- 4 Binder books, lined A4 size, 96 pages

Software Development

- 8 GB USB Data Stick
- 1 Binder book, line A4 size, 96 pages

VCAL

- Specific resource books will be listed on the end of year booklist

VCE VET Certificate II in Furniture

- 8 HB pencils

Use of laptop

VCE VET Certificate III in Music Industry (Technical Production)

- 1 Binder book, lined A4 size, 96 pages
- 1 A4 Display folder
- 1 16GB USB data stick

Visual Communication Design

- 16 GB or larger USB Data Stick
- Pencils (HB, 2B, 2H)
- Unipin fineliner 0.5, 0.2
- 2 x A4 display folder
- Studio Derwent pencils (set of 36 or larger)
- Eraser
- Sharpener

GENERAL REQUIREMENTS

Dictionary
Red, blue, green and black biros
Highlighters
2B pencil
HB lead pencil
Pencil Sharpener
Coloured Pencils
Ruler
Glue (large)
Compass
Eraser
Protractor
Scissors (small)
Ruler
Small stapler
Math-O-Mat
Small hole punch
USB Data Stick 2GB or larger
Cue cards

EXAM REQUIREMENTS

Clear plastic pencil case or plastic pocket for pens, pencils and erasers. Clear water bottle.

Directions regarding use of Stationery

1. Please label every item **permanently**.
2. You should collate your stationery according to the subject requirements as listed above for your chosen subjects.
3. The stationery for a subject is for Units 1 and 2 **and** 3 and 4 of a subject unless otherwise indicated.
4. The Graphics/CAS Calculator is purchased via the School. Please see the Maths Department in order that the appropriate purchase may be made. Details will be advertised early in Term 4 so that purchase can be completed before Rollover.
5. Obtain a pencil case to hold your pens, pencils, pencil sharpener, compass, highlighters, colour pencils, scissors, glue, eraser, stapler, small hole punch and ruler (if possible).
6. Please note it is against School policy for liquid paper or similar products to be used.
7. It is recommended that the four-ring binder and the binder books be purchased from the School; however, the place of purchase of all other stationery items is a matter of choice. The Graphing/CAS Calculator is to be purchased through the Maths Department.