



**MARYMEDE**  
**CATHOLIC COLLEGE**  
*— In the way of Mary —*

# **2020 - SENIOR CERTIFICATES SUBJECT INFORMATION HANDBOOK**

## Career Advice Year 11

Choosing courses for Year 11 can be both exciting and challenging for any young person.

- Do they choose VCE or VCAL ?
- Do they include VET or SBAT ?

Should you require any further information, the following people are able to assist with your enquiries:

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## Timeline for Enrolment & Course Selection Procedures

Tuesday 30 July - (P5)	Senior Certificates Overview Assembly
Tuesday 30 July – 7:00pm	Senior Certificates (VCE/VET/VCAL) Information Evening
Wednesday 31 July	Online subject selection portal opens
Tuesday 6 August	VCE & VET Acceleration Applications for 2020 Yr 10 & 11 students close
Thursday 8 August (11:59pm)	Online subject selection portal closes
Friday 9 August	Deadline for signed subject selection receipt to be submitted

**NOTE:** Subject selection timeline is subject to changes

## Senior Certificates at Marymede

Students in Year 11 and 12 will undertake either the Victorian Certificate of Education (VCE) or and Victorian Certificate of Applied Learning (VCAL). Each of these certificates is of equal value and will suit the skills, needs and goals of different students.

Both VCE and VCAL consist of a two-year course of study and this booklet is designed to assist students in making course selections.

- **The Victorian Certificate of Education (VCE)** which may include a combination of:
  - VCE Units
  - VET (Vocational Education Training) Units – school-based or external
  - SBAT
  - Accelerated Studies and University Extension Studies

And

- **The Victorian Certificate of Applied Learning (VCAL)** which may include a combination of:
  - VET (Vocational Education Training) Units – school-based or external
  - VCAL units
  - SBA
  - Work Placement

As a general rule, students interested in moving directly from secondary education into tertiary study at university, would generally consider completing their VCE Certificate; students interested in moving into a full-time apprenticeship after Year 12 might consider completing their VCAL Certificate. However, it is possible for students to go to university via a VCAL Pathway and for apprenticeships to be gained by students completing their VCE Certificate.

Within either a VCE or a VCAL Certificate, students may consider including a **VET** (Vocational Education and Training) Study or an **SBA** (School Based Apprenticeship) in their program. In addition to a number of school-based VET studies, a wide range of external VET courses are available to students.

Students are encouraged to explore and consider all options before making final choices. Discuss your plans with Parents, Pastoral Care Teachers, House Coordinator, Pathways Co-ordinator, Subject Teachers and other students, as all can offer valuable perspectives and assist in making informed decisions. Importantly:

- Identify your strengths and interests by reflecting on your learning and your future direction.

- Read this Handbook carefully, make use of the subject selection information provided in Vocational Pathways (Year 10), and attend Information Evenings with your parents to find out as much as you can about individual studies and the pathways available.
- Seek course and careers guidance, including the pre-requisites for future study and work.

## Guidelines

- Check out each subject.
- Read subject descriptions and course outlines.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

# The Victorian Certificate of Education (VCE)

## Introduction

The VCE is awarded to all students who satisfactorily complete (i.e. gain an "S" for) at least 16 units of study. These units must include:

- three units of any VCE English, of which two must be a Unit 3 & 4; AND
- three sequences of VCE or VCE VET Units 3 & 4, other than VCE English Units 3 & 4.

At Marymede Catholic College, all VCE students are required to complete:

- Religious Education in Year 11 (via a VCE 1/2 study or an accelerated 3/4 study);
- Religious Education in Year 12 (via a school-based seminar program via a VET study or);
- four units of any English including any English Unit 3/4 study; and
- the balance of program by way of student's personal choice (as approved by relevant staff at the college).

Students are expected to enrol in twelve units in Year 11 (including TWO units of Religious Education) and ten units in Year 12 (plus the school-based seminar program). Students will therefore normally attempt 22 units over two years. Students who have completed two accelerated options in Year 11 may apply to complete a reduced academic in Year 12.

All students are also involved in a school-based Religious Education Program in Year 12.

## Accelerated Learning

Accelerated Learning refers to students undertaking a course of studies a year earlier than would normally occur. The purpose of Accelerated Learning is to enable students to engage in challenging studies for which they are academically prepared. Students need to be sufficiently mature in order to undertake the demands of these studies.

- Students may apply to complete up to two Unit 1/2 study in Year 10;
- Students may apply to complete up to two Unit 3/4 studies in Year 11.

**The criteria for considering an application for Accelerated Learning are:**

- sound academic record across all studies;
- consistently high performance in relevant subject area/s;
- ability to work individually and independently;
- ability to consult and communicate with teachers;
- motivation to work consistently, to complete all set tasks, and to meet deadlines; and
- ability to balance organisation of class work, homework, co-curricular and other activities.

If parents appeal a negative decision in relation to entry to Accelerated Learning, the Director of Teaching and Learning and Principal will make a final ruling.

### **Satisfactory Completion of a Unit**

In order to satisfactorily complete a Study, the students must demonstrate achievement of all Outcomes. The school, in accordance with the VCAA assessment guidelines, determines whether or not an Outcome has been met satisfactorily.

A student is awarded a UNIT RESULT of Satisfactory (S) only if ALL of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level, or his / her attendance at class does not meet the minimum requirement.

- Students undertake a STUDY which is made up of UNITS.
- Each Unit is made up of OUTCOMES.
- In order to demonstrate satisfactory understanding of an Outcome, students undertake ASSESSMENT in the forms of SACs and SATs.

### **Assessment of a Unit**

In order for students to demonstrate satisfactory completion of Outcomes, they will be required to undertake a number of assessment tasks. Assessment tasks that are set to demonstrate understanding of an outcome are referred to as School Assessed Coursework (SACs) or School Assessed Tasks (SATs). All such tasks must be completed punctually by all students undertaking that Study.

The nature of such tasks depends on the Study being undertaken. These tasks may include:

- Classroom Exercises
- Folios of Work
- Research Reports
- Practical Exercises
- Test and Examinations

In Units 3 and 4, the SACs and SATs are reported to the VCAA and contribute towards the student's Australian Tertiary Admission Rank (ATAR) score. Alongside the SACs and SATs, each Unit 3 and 4 Study has at least one examination that is set, marked and externally graded by the VCAA.

## **Satisfactory Completion of the VCE, Study Scores and the ATAR**

The VCE is awarded to all students who satisfactorily complete (i.e. gain an “S” for) at least 16 units of study. These units must include:

- three units of any VCE English, of which two must be a Unit 3 & 4; AND
- three sequences of VCE or VCE VET Units 3 & 4, other than VCE English Units 3 & 4.

When a student successfully completes all assessment work in a Unit 3 and 4 sequence for a Study and undertakes the end of year VCAA examination, they receive a Study Score for that Study. A Study Score is a RANKING out of 50 which demonstrates how a student has achieved in comparison to all other students in the state of Victoria who have undertaken the same Study.

When a student successfully completes at least four Unit 3 and 4 sequences, the student is eligible for an ATAR. The ATAR is calculated by the Victoria Tertiary Admissions Centre (VTAC). It is a ranking based on a student’s Study Scores. Up to six Study Scores can be used to contribute to the ATAR, but only a student’s top four subjects (which must include English) count fully. The fifth and sixth subject can add up to 10% to the ATAR score depending on how well a student achieves in that subject.

## **The GAT (General Assessment Test)**

All students who are undertaking a Unit 3 and 4 sequence must undertake the General Assessment Test which takes place during the June examination period. The GAT is used for a variety of purposes and it is therefore essential that students take it very seriously. A number of tertiary institutions are making use of the GAT as part of their entrance requirements into certain courses, especially ones which require an interview. Also, the GAT is used in matters of Special Provision. This is explained more fully in the Procedural Handbook.

## **Further Information Regarding the VCE**

Further information regarding the procedures of the VCE are available in the Procedural Handbook which is distributed in the first weeks of Term 1 each year. It outlines issues of assessment submission, day to day requirements of the VCE and applications for Special Provision.

## **VCE Studies Offered**

While VCE Studies detailed elsewhere in this Handbook may be offered, not all Studies will run each year. Whether or not a subject runs will depend on the number of students selecting that subject and the capacity of the school to timetable the subject.

Marymede Catholic College will make every effort to ensure that all students end up in a program which suits their needs and abilities. To assist this, students will be required to list alternate subjects during course planning should their first options not be available.

### **Reduced studies**

Students who have completed two Unit 3 studies in Year 11 and achieved a study score of 35 or above in these may be offered a reduced program (for studies only) in Year 12.

### **Entry to studies**

Some studies include Victorian Curriculum and Assessment Authority (VCAA) advice that students should complete either one or both of Unit 1 and 2 before attempting Unit 3 in that study, or have equivalent experience, or be willing to undertake some preparation.

At Marymede Catholic College this advice applies to the following studies:

**Accounting:** Students must satisfactorily complete Unit 2 before attempting Units 3 & 4.

**Chemistry:** Students must satisfactorily complete Units 1 & 2 before attempting Units 3 & 4.

**LOTE:** Students must satisfactorily complete Units 1 & 2 before attempting Units 3 & 4.

**Physics:** Students are advised to do Unit 2 before attempting Units 3 & 4.

**VET:** Students must satisfactorily complete Units 1 & 2 before attempting Units 3 & 4

### **Please Note:**

It should be noted that, in line with the College's Subject Selection Procedure, we reserve the right to refuse entry to any VCE study where there is a concern about a student's ability to engage with the content and complete the study to a satisfactory standard. Decisions in such cases will be based on the student's overall performance in previous years and demonstrated interest and commitment in similar studies. In some cases, students may be asked to complete one or more tasks over the holiday period in order to ensure their preparedness for the study. Appeals against the final decision on entry to a subject are made by the Deputy Principal of Learning & Teaching, and the Principal.



A number of **VCE Program Planner Templates** are provided over the next few pages to allow students to map out their VCE selections over the two to three years of their VCE program and take a longer-term view.

Students should select the appropriate planner template depending on whether they are including or did include accelerated VCE studies in their program in Year 10.

For assistance on using the template, students are encouraged to speak to their Tutor Teacher, subject teachers and the Pathways team for assistance.

## VCE program planner (NO ACCELERATIONS)

In a standard program, students must complete 6 Year 11 subjects (including RE and English) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program).

### YEAR 11

English Unit 1 & 2  
OR  
English Language Unit 1 & 2  
OR  
Literature Unit 1 & 2

Religion & Society Unit 1 & 2  
OR  
Texts & Traditions Unit 1 & 2

**Study 3:**

**Study 4:**

**Study 5:**

**Study 6:**

### YEAR 12

English Unit 3 & 4  
OR  
English Language Unit 3 & 4  
OR  
Literature Unit 3 & 4

**Study 2:**

**Study 3:**

**Study 4:**

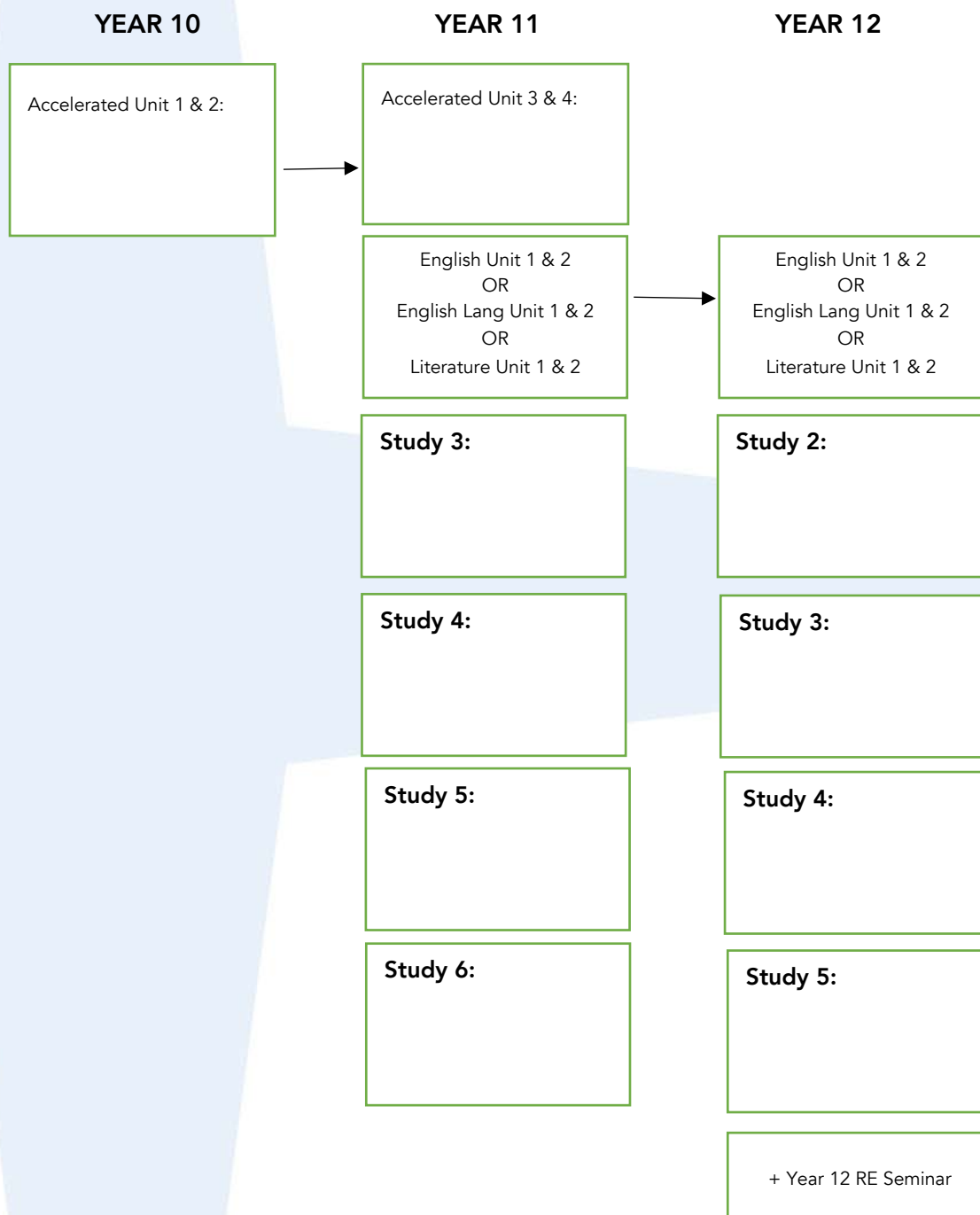
**Study 5:**

+ Year 12 RE Seminar



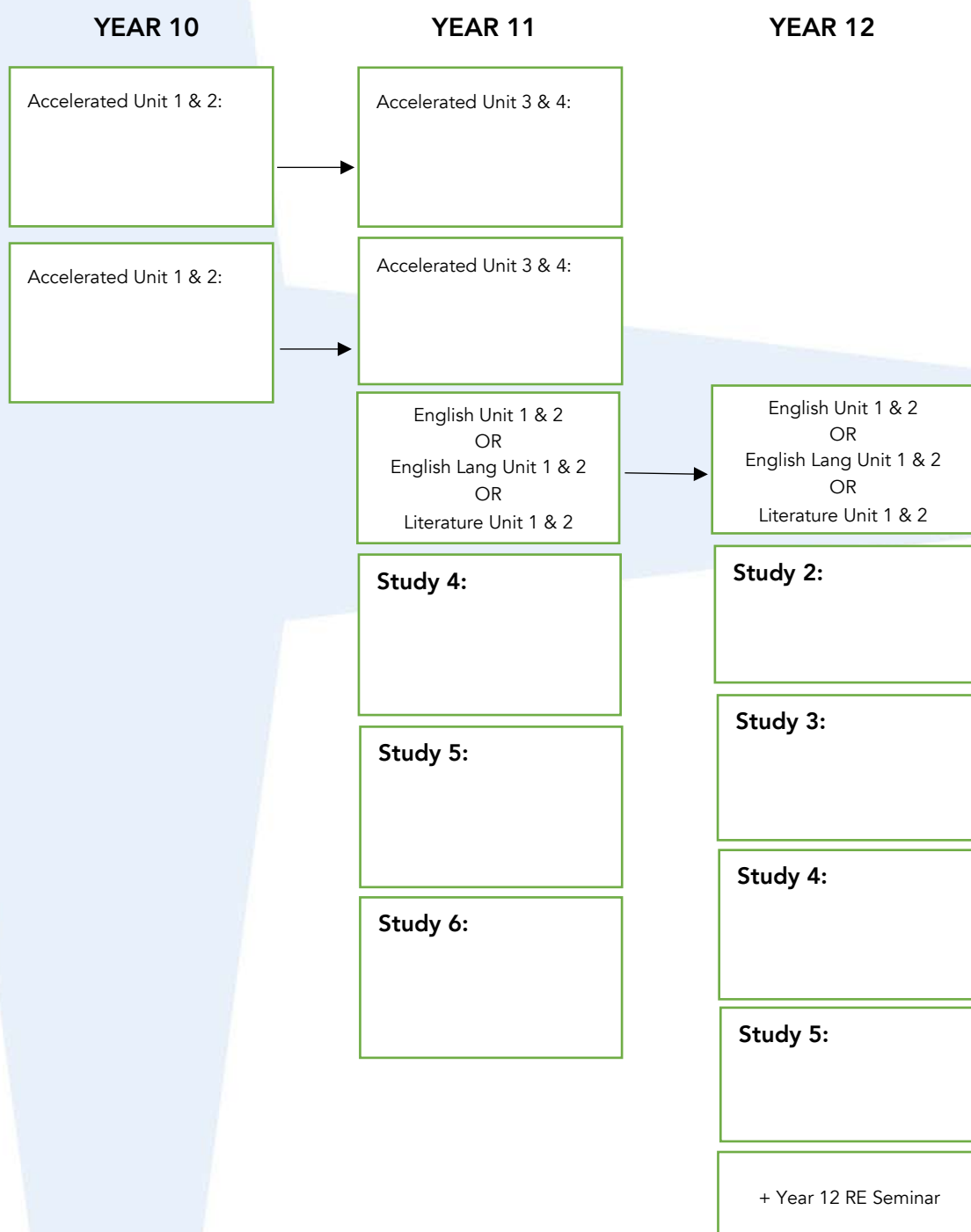
### VCE program planner (with 1 VCE or VET ACCELERATION)

In a standard program, students must complete 6 Year 11 subjects (these must include a VCE RE and VCE English study at either Unit 1 & 2 or Unit 3 & 4 Level) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program).



### VCE program planner (with 2 VCE or VET ACCELERATIONS)

In a standard program, students must complete 6 Year 11 subjects (these must include a VCE RE and VCE English study at either Unit 1 & 2 or Unit 3 & 4 Level) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program. Students who complete 2 examined Unit 3 & 4 studies in Year 11 may be eligible to complete a reduced load in Year 12 (ie. complete 4 rather than 5 studies in their Year 12 year). However, reduced load will only be granted if the results achieved in these studies achieve a Study Score of 35 or above. As such, students are asked to plan their program assuming that they will complete 5 studies in Year 12.



# VCE Studies to be offered at Marymede

## Introduction

In the following pages, you will find information about the VCE Studies that will be on offer in 2020.

For each subject, you will find a brief course outline and then a description of the areas of study and possible assessment that will be undertaken.

Please be aware that some subjects require prerequisites and recommended studies which are also listed. We encourage you to consider the pathways you wish to explore in the future, as this will impact significantly on your subject choice.

Students will undertake assessment tasks during their VCE. The weighting of Units 1 and 2 are decisions that can be made by Marymede Catholic College.

However, the VCAA formally sets the weighting for each piece of assessment undertaken in Units 3 and 4. The weightings are used to generate a Study Score which is derived from student performance in assessment tasks and exams.

## Areas of Study - VCE

To assist your course planning, subjects have been allocated into areas as follows:

Domain Area	Unit 1 & 2 Subjects	Unit 3 & 4 Subjects
Religious Education	Religion & Society	Seminar Program
English	English	English
	English Language	-
	Literature	Literature
	EAL	EAL
Mathematics	Foundation Mathematics	-
	Specialist Mathematics	Specialist Mathematics
	Mathematical Methods	Mathematical Methods
	General Mathematics	Further Mathematics
Humanities	Accounting	Accounting
	Business Management	Business Management
	History – 20 <sup>th</sup> Century	History – Revolutions
	Geography	Geography
	Legal Studies	Legal Studies
Sciences	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
	Psychology	Psychology
LOTE	Italian	Italian
	Japanese	Japanese
Health & Physical Education	Health & Human Development	Health & Human Development
	Physical Education	Physical Education
	Outdoor & Environmental Studies	Outdoor & Environmental Studies
	VET Cert. 3 - Sport & Recreation	
Performing Arts	Dance	Dance
	Drama	Drama
	Music Performance	Music Performance
	VET Cert. 2 – Dance Units 1 – 2	

Domain Area	Unit 1 & 2 Subjects	Unit 3 & 4 Subjects
Visual Arts	Studio Arts	Studio Arts
	Visual Communication Design	Visual Communication Design
	Media	Media
	VET Creative & Digital Media (Cert. 3 in Screen & Media)	
Design & Technology	Product D & T – Textiles	Product D & T – Textiles
	Product D & T – Wood	Product D & T – Wood
	Food Technology	Food Technology
	Computing	Informatics
		Software Development

VET (Vocational Education & Training)	
VET	<ul style="list-style-type: none"> <li>• Certificate II – Building &amp; Construction (Carpentry) 22216VIC Units 1 – 4</li> <li>• Certificate II – Engineering Studies 22209VIC Units 1 – 4</li> <li>• Certificate II – Equine Studies 22246VIC Units 1 – 2</li> <li>• Certificate II – Salon Assistant SHB20216 Units 1 - 2</li> <li>• Certificate III – Allied Health Services Assistance HLT33115 Units 1 - 4</li> <li>• Certificate III – Laboratory Skills MSL30109 Units 1 – 2</li> </ul>

Domain Leaders are well positioned to provide subject advice or to direct students to a specialist teacher in their Domain. The following are the Domain Leaders in each area.

Domain	Leader
Religion	Liam McCormack – <a href="mailto:liam.mccormack@marymeade.vic.edu.au">liam.mccormack@marymeade.vic.edu.au</a>
English	Elly Lanza - <a href="mailto:elly.lanza@marymeade.vic.edu.au">elly.lanza@marymeade.vic.edu.au</a>
Mathematics	Vinodh Narasimhan - <a href="mailto:vinodh.narasimhan@marymeade.vic.edu.au">vinodh.narasimhan@marymeade.vic.edu.au</a>
Humanities	Jane Darrou - <a href="mailto:jane.darrou@marymeade.vic.edu.au">jane.darrou@marymeade.vic.edu.au</a>
Sciences	Julie Plymin – <a href="mailto:julie.plymin@marymeade.vic.edu.au">julie.plymin@marymeade.vic.edu.au</a>
LOTE	Anthony Montemurro – <a href="mailto:anthony.montemurro@marymeade.vic.edu.au">anthony.montemurro@marymeade.vic.edu.au</a>
Health & PE	Trent Brownjohn - <a href="mailto:trent.brownjohn@marymeade.vic.edu.au">trent.brownjohn@marymeade.vic.edu.au</a>
Performing Arts	Jeremy Ives – <a href="mailto:jeremy.ives@marymeade.vic.edu.au">jeremy.ives@marymeade.vic.edu.au</a>
Visual Arts	Jeremy Guzman - <a href="mailto:jeremy.guzman@marymeade.vic.edu.au">jeremy.guzman@marymeade.vic.edu.au</a>
Design & Technology	Maurice Di Muzio – <a href="mailto:maurice.dimuzio@marymeade.vic.edu.au">maurice.dimuzio@marymeade.vic.edu.au</a>
VET	Gary Hickey - <a href="mailto:gary.hickey@marymeade.vic.edu.au">gary.hickey@marymeade.vic.edu.au</a>

**SUBJECT NAME: RELIGION & SOCIETY UNIT 1 & 2**

**LEARNING AREA: RELIGIOUS EDUCATION**

**AREAS OF STUDY:**

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia
4. Ethical decision-making and moral judgement
5. Religion and Ethics
6. Ethical Issues in Society

<http://www.vcaa.vic.edu.au/Pages/vce/studies/religion/religionindex.aspx>

**WHAT STUDENTS SAY ABOUT UNITS 1 & 2 – RELIGION & SOCIETY**



“In Religion and Society in Year 11 (Units 1 and 2), we are able to discover the building blocks of religion which are the 9 aspects and the reasons for their presence. We ask and uncover the fundamental questions that can only be asked by humans. It is made clear to us how to define religion and spirituality, we also discuss our personal views. A key question is how religion is present in our society and the key role that it plays in creating and shaping the community we live in.

Religion isn't just about understanding Christianity, because we are able to delve into all the religions that contribute to society both past and present, from the Egyptians in Egypt to the Indigenous in Australia.”

“To complete Unit 1 we uncover the major religions in Australia and the impact they have on shaping our nation and how this adds to our multicultural society. This course is so enriching, and it is a journey that involves very interesting tasks. Once you understand the concepts being taught you can use these skills as you move forward in life and become more involved in the world. Religion and Society will be an engaging study if interested in uncovering new cultures and the religions associated with these societies.”



## WHAT TEACHERS SAY ABOUT RELIGION & SOCIETY UNIT 1 & 2

“This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and how these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important cultural, social and ethical issues. This study is also designed to enable the ways in which students appreciate the dynamic process of interaction between society and religions in general as each shapes, and is shaped, by the other.”



## STUDIES IN RELIGION & SOCIETY UNIT 1 & 2 CAN LEAD TO

- ◆ Anthropologist
- ◆ Theologian
- ◆ Educator – teacher or lecturer
- ◆ Philosopher
- ◆ Journalist
- ◆ Politician
- ◆ International Relations
- ◆ Sociologist

**SUBJECT NAME: RELIGION & SOCIETY UNIT 3 & 4**

**LEARNING AREA: RELIGIOUS EDUCATION**

**AREAS OF STUDY:**

1. Responding to the search for meaning
2. Expressing Meaning
3. Significant life experience, religious beliefs and faith
4. Challenge and Response
5. Interaction of religion and society

<http://www.vcaa.vic.edu.au/Pages/vce/studies/religion/religionindex.aspx>

**WHAT STUDENTS SAY ABOUT RELIGION & SOCIETY UNIT 3 & 4**



“In Unit 3, students will study the overall purpose of religion and then investigate deeper into the religious beliefs developed by a religious tradition (Roman Catholic tradition) in order to respond to the big questions of life. For an example, what is the purpose of life? Moreover, students will explore the belief in the Roman Catholic tradition through the 9 aspects, which will show how these aspects foster meaning for adherents. We also explore the understanding of Ultimate Reality for an individual through their religion, how an individual expresses their belief through the 9 aspects and how significant life experiences can impact an individual’s religious journey.”

“In Unit 4, we explore the challenges faced by adherents as they practice their religion and the interaction of society and religion. Students will also learn about the interaction between significant life experience and how it impacts an adherent’s faith. To explore this relationship, we studied Oscar Romero and how he was before, during and after in terms of his significant life experience.”

“This subject is enjoyable and full of new understanding. Students who are exploring deeper understanding of their own religion will find this subject a gratifying selection. Students will also find this subject enjoyable if they are curious about the interconnection of society and religion.”

## WHAT TEACHERS SAY ABOUT RELIGION & SOCIETY UNIT 3 & 4



“Students particularly enjoy studying how across time and cultures, humanity has sought to understand the why and how of existence. Students find really interesting the exploration of big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, students enjoy exploring how religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Students inquire about how such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.”

“Students also find interesting the interaction of religious traditions and the societies of which they are a part. Students learn that religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Students reflect on and analyse how religious traditions also change over time; this change may be in the form of growth or decline or both. The nine aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. Through their investigations students realise that the impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.”

## STUDIES IN RELIGION & SOCIETY UNIT 3 & 4 CAN LEAD TO

- ◆ Anthropologist
- ◆ Theologian
- ◆ Educator – teacher or lecturer
- ◆ Philosopher
- ◆ Journalist
- ◆ Politician
- ◆ International Relations
- ◆ Sociologist

**SUBJECT NAME: ENGLISH UNIT 1 & 2**

**LEARNING AREA: ENGLISH**

**AREAS OF STUDY:**

1. Reading and Creating Texts (Unit 1)
2. Analysing and Presenting Argument (Unit 1)
3. Reading and Comparing Texts (Unit 2)
4. Analysing and Presenting Argument (Unit 2)

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

**WHAT STUDENTS SAY ABOUT ENGLISH UNIT 1 & 2**



“VCE English is something that whether you have been really good at it in the past or if you have been struggling, is a subject that you need to put in extra time and work for great results, otherwise you find yourself behind the pack and will need to work extra hard to catch up. You will find yourself loving some texts so much that it is a subject of conversation in class with your mates.”

*Renee, Year 11*

“English is challenging in some different aspects. You must put in the effort, as in English you are encouraged to work independently and plan out when you can complete the work or plan for the next SAC. Another good thing about English is that we are given a criteria guideline for each SAC. That means that it is hard to fail if you have at least worked and planned on what is needed to pass each SAC.” *Sarah, Year 11*

**WHAT TEACHERS SAY ABOUT ENGLISH UNIT 1 & 2**



“Unit 1/2 English is going to require you to draw on all of the knowledge and skills you have learnt throughout your study of English from Year 7-10. You produce work in a variety of styles and forms, including analytical, creative and comparative responses, and written and oral tasks. The biggest benefit of studying English? It will help you in ALL of your other subjects. English is about comprehension and communication – skills that when mastered will assist you with all of your studies across VCE.”

## STUDIES IN ENGLISH UNIT 1 & 2 CAN LEAD TO

English (or equivalent) is a prerequisite subject for most tertiary studies.

- ◆ Arts: History, Social Sciences & Archeology
- ◆ Creative Writing
- ◆ Journalism
- ◆ Postgraduate Study
- ◆ Law
- ◆ Business

**SUBJECT NAME: ENGLISH UNIT 3 & 4**

**LEARNING AREA: ENGLISH**

**AREAS OF STUDY:**

1. Unit 3 - Reading and Creating Texts
2. Unit 3 - Analysing Argument
3. Unit 4 - Reading and Comparing Texts
4. Unit 4 - Presenting Argument

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

## WHAT STUDENTS SAY ABOUT ENGLISH UNIT 3 & 4



“English is like Mt Everest; it is a steep climb, a challenge that many must conquer in their lifetime. Like Everest, English is a pursuit that takes years of training to perfect, and you must take one step at a time.”

“However, do not be swayed by the monstrosity of the task. It can bring excruciating pain, and you might be short of breath on your journey to the top. But the satisfaction of reaching the top is worth it. Furthermore, you have expert Sherpas (English teachers) who will help you on this journey and pull you along.” *Jordyn, Year 12*

## WHAT TEACHERS SAY ABOUT ENGLISH UNIT 3 & 4

“Unit 3 & 4 English is an extension of your Unit 1/2 English studies. The course is based around the same areas of study as Unit 1 and Unit 2, but using different, more sophisticated texts. This means you have the opportunity to draw on the skills you developed in the previous year. Unit 3 & 4 English is busy, but organisation and motivation will help you achieve your potential!”



## STUDIES IN ENGLISH UNIT 3 & 4 CAN LEAD TO

English (or equivalent) is a prerequisite subject for most tertiary studies.

- ◆ Arts: History, Social Sciences & Archeology
- ◆ Creative Writing
- ◆ Journalism
- ◆ Teaching
- ◆ Postgraduate Study
- ◆ Law
- ◆ Business
- ◆ Media & Advertising

**SUBJECT NAME: ENGLISH LANGUAGE UNIT 1 & 2**

**LEARNING AREA: ENGLISH**

**AREAS OF STUDY:**

Unit 1: Language and communication

Unit 2: Language change

[https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD\\_2016.pdf](https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2016.pdf)

## WHAT TEACHERS SAY ABOUT ENGLISH LANGUAGE UNITS 1-4



“English Language is the hulking titan of subjects. It provides a boutique English Experience for students of LOTE and those who enjoy English but want the rigour of close analysis and understanding of how English works. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

English Language differs greatly from Literature and mainstream VCE English, while additionally supporting each of them, enabling students to be stronger across all subjects.”

## STUDIES IN ENGLISH UNIT 1 & 2 CAN LEAD TO:

English (or equivalent) is a prerequisite subject for most tertiary studies.

- ◆ Creative Writing
- ◆ Copy Writing
- ◆ Editing
- ◆ Journalism
- ◆ Journalism
- ◆ Business
- ◆ Journalism
- ◆ Global and International positions
- ◆ Law
- ◆ Journalism
- ◆ Work in the Social Sciences such as Archaeology and Paleontology

The list is unending and impressive.

**SUBJECT NAME: LITERATURE UNIT 1 & 2**



## LEARNING AREA: English

**Please note:** Literature must be studied in conjunction with Unit 1 & 2 English

### AREAS OF STUDY:

1. Unit 1 - Reading Practices
2. Unit 1 - Ideas and concerns in texts
3. Unit 2 - The text, the reader and their contexts
4. Unit 2 - Exploring connections between texts

<http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx>

### WHAT STUDENTS SAY ABOUT LITERATURE UNIT 1 & 2

“It's a great subject that I recommend to lovers of Literature, people who prefer one-on-one teaching as Literature is usually a small group and those who want to deepen their understanding of texts beyond what is studied in a normal English class” – *Lachlan, Year 11*



### WHAT TEACHERS SAY ABOUT LITERATURE UNIT 1 & 2



“Studying Literature is so much fun! It is the opportunity to delve into a text in more detail, exploring its context and purpose. Unit 1/2 Literature provides students with the opportunity to develop a greater understanding of how their own ideas and beliefs influence the way they read a text, as well as analyzing how texts influence each other. The tasks are very different to those completed in English, but you will refine your analytical skills which will only strengthen your performance in English.”

“Literature and English are ice-cream and topping – studying Literature makes English even better.”

### STUDIES IN LITERATURE UNIT 1 & 2 CAN LEAD TO

- ◆ Journalism
- ◆ Teaching
- ◆ Publishing
- ◆ Editorial Assistant

- ◆ Law
- ◆ Creative Writing
- ◆ College Professor
- ◆ Academic Librarian

**SUBJECT NAME: LITERATURE UNIT 3 & 4**

**LEARNING AREA: English**

**AREAS OF STUDY:**

1. Unit 1 - Adaptations and Transformations
2. Unit 1 - Creative Responses to texts
3. Unit 2 - Literary Perspectives
4. Unit 2 - Close Analysis

<http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx>

**WHAT STUDENTS SAY ABOUT LITERATURE UNIT 3 & 4**



"I would recommend this subject to people who like to read, and those who are able to read between the lines of a text well as Literature delves a lot deeper into texts than English. It's a fun class, but you also need to put in a little more work than English, as Literature requires a higher skill set and an open mind." – *Lachlan, Year 12*

**WHAT TEACHERS SAY ABOUT LITERATURE UNIT 3 & 4**

"Literature is the subject for thinkers, and those who like to read, talk about what they've read, and write about their ideas. Literature is the witty older cousin of English. It's about looking at the 'whys' and 'hows' of a novel, play, film, short story or poem. It gives students the opportunity to develop their ideas about reading, to be in a class of like-minded people who have the same goals as you. Literature was my favourite subject at school. And everyone who does it says the same. Will it be yours?"



**STUDIES IN LITERATURE UNIT 3 & 4 CAN LEAD TO**

- ◆ Journalism
- ◆ Teaching
- ◆ Publishing & Editorial work
- ◆ Stage craft & Stage Management
- ◆ Law
- ◆ Creative Writing
- ◆ Acting
- ◆ Film & Television

**SUBJECT NAME: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)  
UNIT 1 - 4**

**LEARNING AREA: English**

**Please note:** EAL is only available to students from a non-English speaking background that qualify for this course. Please see the VCE Coordinator for more information about EAL suitability.

**AREAS OF STUDY:**

1. Reading and Creating Texts (Unit 1)
2. Analysing and Presenting Argument (Unit 1)
3. Listening to Texts (Unit 1)
4. Reading and Comparing Texts (Unit 2)
5. Presenting and Presenting Argument (Unit 2)
6. Reading and Creating Texts (Unit 3)
7. Analysing Argument (Unit 3)
8. Listening to Texts (Unit 3)
9. Reading and Comparing Texts (Unit 4)
10. Presenting Argument (Unit 4)

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

**WHAT TEACHERS SAY ABOUT EAL UNIT 1 - 4**

“Students who are from a non-English speaking background should consider studying EAL as an alternative to English. EAL will focus on developing your proficiency in the comprehension of written and spoken English, as well as your ability to communicate skilfully in English. EAL is a great alternative to English for those who qualify for the subject. While you will study similar texts and complete tasks that draw on the skills you developed in Years 7-10, the EAL course will also assist in developing your proficiency in English and improve your ability to communicate.”



**STUDIES IN UNIT EAL UNIT 1 – 4 CAN LEAD TO:**

- ◆ Further English Language studies
- ◆ Arts
- ◆ Science & Engineering
- ◆ Film & Media

**SUBJECT NAME: FOUNDATION MATHEMATICS UNIT 1 & 2**

## LEARNING AREA: MATHEMATICS

### AREAS OF STUDY:

1. Computational & Practical Arithmetic
2. Algebra & Structure Using Cas
3. Linear Equations Graphs & Models
4. Data Distributions
5. Association Between Two Numerical Variables
6. Number Patterns & Recursion

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/foundation/foundmathindex.aspx>

## WHAT STUDENTS SAY ABOUT FOUNDATION MATHEMATICS UNIT 1 & 2



“Unit 1 & 2 Foundation Maths is a subject which is a great preparation for trades which are both indoor and outdoor oriented. We learn a wide range of topics that will be very useful in business settings and around the house, including percentages, fractions and ratios, designs, scale drawings and measurement as well as financial maths. To study this maths it helps to have logical thinking and problem solving skills. Many employers and apprenticeship or trainee courses require basic mathematical skills as a prerequisite, therefore it is a rewarding subject to partake in. In Foundation Maths, a calculator is essential to the curriculum. It assists students with answering more difficult arithmetic and scale conversion problems. Units 1 & 2 Foundation Maths is great pathway to work and life after school.”

## WHAT TEACHERS SAY ABOUT FOUNDATION MATHEMATICS UNIT 1 & 2

“Foundation Mathematics Units 1 and 2 provides for different combinations of student interests in preparation for work and domestic life beyond school. In the Foundation Mathematics areas of study listed, students can continue to learn essential mathematical skills that they need in their personal life, employment and when doing apprenticeship or traineeship courses for vocational training. Students learn to appreciate the power of mathematical reasoning which allows them to respond to unfamiliar situations by employing mathematical strategies to solve problems efficiently. Mathematics is important as it is a pre-requisite for many courses and is important for a vast range of jobs, such as, trades and building, retail and office work positions, and other business related pursuits.”



## STUDIES IN FOUNDATION MATHEMATICS UNIT 1 & 2 CAN LEAD TO

- ◆ Trade & Construction Careers
- ◆ Office & Reception positions
- ◆ Transport Logistics Controller
- ◆ General domestic finances
- ◆ Retail
- ◆ Designer
- ◆ Business Bookkeeping
- ◆ Automotive Industries

**SUBJECT NAME: SPECIALIST MATHEMATICS UNIT 1 & 2**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Algebra and Structure
2. Arithmetic and Number
3. Geometry, Measurement and Trigonometry
4. Graphs of Linear and Non-Linear Relations
5. Statistics

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/specialist/specialmathindex.aspx>

**WHAT STUDENTS SAY ABOUT SPECIALIST MATHEMATICS UNIT 1 & 2**



“Specialist mathematics, the study of complex and intricate mathematical concepts, with an emphasis on skills and process related to structure, modelling, problem solving and reasoning. Unlike other studies of mathematics specialist mathematics covers diverse topics ranging from Algebraic Series to Kinematics. It is both a framework for thinking and a symbolic communication that is powerful, logical and precise. By undertaking the study of Specialist Mathematics, it opens up direct pathways to engineering, science and statistics. While mathematically it is the most complicated of the three Year 12 subjects, if you are comfortable learning the ideas it can often be less stressful than methods.”

**WHAT TEACHERS SAY ABOUT SPECIALIST MATHEMATICS UNIT 1 & 2**



“Specialist Mathematics in Units 1 and 2 lays the foundations for critical thinking and analytical problem solving skills. In the duration of the course student will have to apply mathematical knowledge to real world problems often using more than one strategy or process to reach the end goal. The course is diverse and covers knowledge from calculus to kinematics. The subject is suited to those that are self-motivated, persistent and generally have an interest in how mathematics is applied in the world.”

**STUDIES IN SPECIALIST MATHEMATICS UNIT 1 & 2 CAN LEAD TO**

- ◆ Physicist & Space Travel Careers
- ◆ Medicine, Dental & other Health Sciences
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Meteorologist
- ◆ Engineer – Civil & Construction
- ◆ Architect
- ◆ Scientific & Statistical Researcher
- ◆ Defence Logistics & Navigation Careers
- ◆ Topologist



**SUBJECT NAME: SPECIALIST MATHEMATICS UNIT 3 & 4**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Functions and Graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/specialist/specialmathindex.aspx>

**WHAT STUDENTS SAY ABOUT SPECIALIST MATHEMATICS UNIT 3 & 4**

“Regular and systematic revision is essential. Completing past examination papers is a good idea, because that’s the only way of becoming familiar with the types of questions that will be asked. Ensure you are organised and ask for help when you need it. It is also important to know all of your Unit 1 & 2 work.”



**WHAT TEACHERS SAY ABOUT SPECIALIST MATHEMATICS UNIT 3 & 4**

“Students studying Specialist Maths, Unit 3 & 4 should have a genuine love of high level mathematics and be highly motivated to face the challenges that will inevitably surface. It is imperative that a comprehensive grasp of the coursework covered in Functions & Graphs, Algebra, Trigonometry and Calculus has been achieved at the Unit 1 & 2 level. Students should also be most adept in the use of a CAS calculator. A confidence to liaise with the teacher, and be prepared to seek assistance as required. They should also possess the ability to work co-operatively and collaboratively with other students in groups as required.”



**STUDIES IN SPECIALIST MATHEMATICS UNIT 3 & 4 CAN LEAD TO**

- ◆ Mathematics Teacher
- ◆ Actuary
- ◆ Research Analyst
- ◆ Cryptologist

- ◆ Engineer
- ◆ Attorney
- ◆ Economist
- ◆ Statistician

**SUBJECT NAME: MATHEMATICAL METHODS UNIT 1 & 2**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Functions & Graphs
2. Algebra
3. Calculus
4. Probability & Statistics

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

**WHAT STUDENTS SAY ABOUT MATHEMATICAL METHODS UNIT 1 & 2**

“Unit 1 and 2 Mathematical Methods is a great subject if you love problem-solving and brain teasers. As long as you have a decent foundation in algebra, you should be able to cope with the content. It is a subject that focuses on problem-solving above almost anything else. A strong understanding of linear and quadratic relationships is a must to succeed in this subject. Regular and systematic revision and being organized is essential. And most importantly, ask for help when you need it.”



**WHAT TEACHERS SAY ABOUT MATHEMATICAL METHODS UNIT 1 & 2**



“Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.”

## STUDIES IN MATHEMATICAL METHODS UNIT 1 & 2 CAN LEAD TO

- ◆ Physicist & Space Travel Careers
- ◆ Architect
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Defence Logistics & Navigation Careers
- ◆ Biomedicine
- ◆ Information Technology
- ◆ Engineering
- ◆ Medicine, Dental & Health Sciences
- ◆ Scientific & Statistical Researcher
- ◆ Meteorologist
- ◆ Topologist
- ◆ Radiography & Medical Imaging
- ◆ Commerce

**SUBJECT NAME: MATHEMATICAL METHODS UNIT 3 & 4**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Functions & Graphs
2. Algebra
3. Calculus
4. Probability & Statistics

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

**WHAT STUDENTS SAY ABOUT MATHEMATICAL METHODS UNIT 3 & 4**



“Mathematical Methods Units 3 and 4 is usually considered as the harder Maths and that only the “Maths-iest” of maths brains can enter. While I guess some measure of truth to it, but it’s often taken out of context. Methods is much closer to what is usually coined as “pure maths”. The skills you learn in Methods is a good precursor to higher studies and open up lots of opportunities in University studies. Maths Methods involves study of a variety of different functions, their graphs and using them in modelling and problem-solving questions. A strong understanding of algebra, especially linear and quadratic relationships is very important to be successful in this subject. One of the most fascinating thing about Maths Methods is the opportunity to interconnect topics to solve challenging problem-solving questions.”

**WHAT TEACHERS SAY ABOUT MATHEMATICAL METHODS UNIT 3 & 4**

“Mathematical Methods Units 3 and 4 is probably the most content heavy of the three Maths subjects, with a huge range of interconnected topics that do require quite a decent time commitment to master. Once you have a good handle on all the content, Methods still presents the unique challenge of problem-solving questions. It’s probably the most likely to throw you “curveball” questions, in both SACs and exams. Methods is a great subject to keep you engaged if you love problem-solving and brain teasers. As long as you have a decent foundation in Algebra, you should be able to cope with the content. A strong commitment to homework and revision is essential. In undertaking these units, students are expected to be able to apply techniques, routines and processes across an array of topics.”



## STUDIES IN MATHEMATICAL METHODS UNIT 3 & 4 CAN LEAD TO

- ◆ Physicist & Space Travel Careers
- ◆ Architect
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Defence Logistics & Navigation Careers
- ◆ Biomedicine
- ◆ Information Technology
- ◆ Engineering
- ◆ Medicine, Dental & Health Sciences
- ◆ Scientific & Statistical Researcher
- ◆ Meteorologist
- ◆ Topologist
- ◆ Radiography & Medical Imaging
- ◆ Commerce

**SUBJECT NAME: GENERAL MATHEMATICS UNIT 1 & 2**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Computational & Practical Arithmetic
2. Algebra & Structure Using Cas
3. Linear Equations Graphs & Models
4. Data Distributions
5. Association Between Two Numerical Variables
6. Number Patterns & Recursion

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/general/genmathindex.aspx>

**WHAT STUDENTS SAY ABOUT GENERAL MATHEMATICS UNIT 1 & 2**

“Unit 1 & 2 General Maths is a subject which is a great lead on from Year 10. Students learn a wide range of topics including statistics, matrices, and geometry and measurement as well as financial mathematics. Studying this subject helps with logical thinking and problem solving skills. Some university courses require Maths as a prerequisite, therefore it is a useful subject to partake in. In General Maths, a CAS calculator is essential to the curriculum. It assists students with answering difficult questions, problem solving, as well as generating graphs and using matrices. Students are taught to use the CAS calculator quite extensively allowing them to use their time effectively in answering questions in a SAC or exam. Units 1 & 2 General Maths is great pathway to Units 3 & 4 Further Mathematics.”



**WHAT TEACHERS SAY ABOUT GENERAL MATHEMATICS UNIT 1 & 2**

“General Mathematics Units 1 and 2 provides for different combinations of student interests in preparation for studying Units 3 and 4 Mathematics. In General Mathematics there is a great focus on Maths concepts that would likely present some practical applications outside of a scientific environment. Units 1 and 2 builds on the skills developed throughout the middle school years, but in a manner that steers you towards application rather than pure mathematics.”



“The topics cover basic algebra and its applications, geometry, graphing, and a strong emphasis on statistics. There is a huge emphasis on using the CAS calculator in this subject. Beyond that, there is a overall theme which directs students to go beyond answering a simple Maths question. Students are expected to explain what the concept actually means in more “human terms”, rather than just a numerical manner. General Mathematics allows students to appreciate the power of mathematical reasoning which allows them to respond to unfamiliar situations by employing mathematical strategies to solve problems efficiently. Mathematics is important as it is a pre-requisite for many courses and is important for a vast range of jobs, such as, medicine, sports coaching, primary teaching and building.”

## **STUDIES IN GENERAL MATHEMATICS UNIT 1 & 2 CAN LEAD TO**

- ◆ Physicist & Space Travel Careers
- ◆ Medicine, Dental & other Health Sciences
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Defence Logistics & Navigation Careers
- ◆ Engineer – Civil & Construction
- ◆ Architect
- ◆ Scientific & Statistical Researcher
- ◆ Meteorologist
- ◆ Topologist



**SUBJECT NAME: FURTHER MATHEMATICS UNIT 3 & 4**

**LEARNING AREA: MATHEMATICS**

**AREAS OF STUDY:**

1. Data Analysis
2. Recursion & Financial Modelling
3. Geometry & Measurement
4. Matrices

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/further/furthermathindex.aspx>

**WHAT STUDENTS SAY ABOUT FURTHER MATHEMATICS UNIT 3 & 4**



“Further Mathematics is very important in University as currently, I study commerce and one of my subjects deals largely with statistics which is covered within Further Maths. The main significance is that Further is the most practical out of the three maths subjects as it provides insight into real life maths and allows us to identify where and when maths is essential in the future by covering topics such as finance and statistics. Some may say maths isn’t their strongest subject, however, Further

Maths although challenging is not impossible and if you work hard and strive to achieve good marks you can make it happen. Maths is important throughout life and hence a subject such as Further Maths is critical.”

**WHAT TEACHERS SAY ABOUT FURTHER MATHEMATICS UNIT 3 & 4**

“Units 3 & 4 Further Mathematics is the culmination of students’ study of mathematics. Unit 3 consists of two core topics, Data analysis and Recursion and Financial Modelling. These two areas of study are very practical and can be utilized in everyday life. In Unit 4 the students study Geometry and Measurement, as well as Matrices. Throughout the four areas of studies the students apply routines and processes involving arithmetic, tables, graphs, equations and algebraic manipulations. Numerical, graphical, geometric, symbolic, financial and statistical functionality of technology is used throughout the teaching and learning of Further Mathematics, as well as in related assessments. There is a huge emphasis on using the CAS calculator effectively in this subject. Further Maths is a subject where students go beyond just answering a question and are expected to explain what the concept actually means in more “human” terms, rather than just a numerical answer. In conclusion, Further Maths provides students with a range of real-world skills,



the most important of which is obviously the financial topics covered in Core section and focuses on maths concepts that would present some practical applications on a day-to-day basis.'

## STUDIES IN FURTHER MATHEMATICS UNIT 3 & 4 CAN LEAD TO

- ◆ Physicist & Space Travel Careers
- ◆ Medicine, Dental & other Health Sciences
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Defence Logistics & Navigation Careers
- ◆ Scientist
- ◆ Topologist
- ◆ Architect
- ◆ Scientific & Statistical Researcher
- ◆ Meteorologist
- ◆ Statistician

**SUBJECT NAME: ACCOUNTING UNIT 1 & 2**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. Establishing and operating a Service Business (Unit 1)
2. Accounting for a Trading Business (Unit 2)

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

## WHAT STUDENTS SAY ABOUT ACCOUNTING UNIT 1 & 2



"I really enjoy the Accounting lessons, they are always so challenging"  
"Studying Accounting here at Marymede has made me want to go and study it further at University" - K. Nalpantidis

"I chose Accounting as one of my VCE subjects as it seemed appealing and caught the eye. Having already studied Business Management and Commerce, I wanted to learn more about the business world. Accounting looks at how to make sure a business is surviving well financially" - J. Tsafkas

"I chose to do Accounting as throughout school I have been interested in the financial and business side of things. This has come about from me helping my mum with her own business and her showing me how to prepare books of accounts" - K. Bauce

## WHAT TEACHERS SAY ABOUT ACCOUNTING UNIT 1 & 2



"Accounting leads to a career path with countless possibilities – you can work in many roles, in any sector, in countries around the world. Accountants work in every area of business and are in demand in many industries."

**STUDIES IN ACCOUNTING UNIT 1 & 2 CAN LEAD TO**

- ◆ Accounting Manager
- ◆ Budget Analyst
- ◆ Financial Controller
- ◆ Forensic Accounting
- ◆ Auditor

- ◆ Tax Accountant
- ◆ Bookkeeper
- ◆ Business Manager
- ◆ Accounting Clerk
- ◆ Certified Public Accountant (CPA)

**SUBJECT NAME: ACCOUNTING UNIT 3 & 4**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. Recording and Reporting for a Trading Business (Unit 3)
2. Control and Analysis of Business Performance (Unit 4)

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

## WHAT STUDENTS SAY ABOUT ACCOUNTING UNIT 3 & 4



“Accounting is a good subject to study in VCE because it provides useful knowledge for everyone. Whether you choose to follow Accounting as a career path or decide to go into business as an entrepreneur after school, Accounting provides useful information that will assist in record keeping and budgeting activities. I have learnt how to create and balance a variety of financial reports, such as the cash flow statements, income statements and balance sheets. It has been a subject that not only provides the information I need to begin my personal future into the accounting world but also to manage my personal finances and spot errors on statements I receive from my bank”. - J. Mowlam

## WHAT TEACHERS SAY ABOUT ACCOUNTING UNIT 3 & 4

“VCE Accounting studies will help you understand the financial structure of small business organizations and teach you to produce and analyse financial information. The ability to understand and interpret information is crucial, because numerous stakeholders and users need to know how businesses operate and perform.”



## STUDIES IN ACCOUNTING UNIT 3 & 4 CAN LEAD TO:

- ◆ Accounting Manager
- ◆ Budget Analyst
- ◆ Financial Controller
- ◆ Forensic Accounting
- ◆ Auditor
- ◆ Tax Accountant
- ◆ Bookkeeper
- ◆ Business Manager
- ◆ Accounting Clerk
- ◆ Certified Public Accountant (CPA)

**SUBJECT NAME: BUSINESS MANAGEMENT**  
**Unit 1 – Planning a business**  
**Unit 2 – Establishing a business**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. The business idea
2. External environment
3. Internal environment
4. Legal requirements and financial considerations
5. Marketing a business
6. Staffing a business

<http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessstindex.aspx>

**WHAT STUDENTS SAY ABOUT BUSINESS MANAGEMENT UNIT 1 & 2**

“In Business Management we look at developing a culture of innovation and inventions in the workplace. While looking at past technological inventions such as the computer and mobile phones, we better understand the business world of today and look at possible future developments and their impact on both society and the business environment.



We see through various case studies how entrepreneurs look for opportunities, take risks and make mistakes, but continue to develop their business. There are many pressures placed on a business. Some of those pressures can be controlled by the business while others cannot. We investigated the impact pressures placed on a business and how they affect decision-making. When looking at the legal requirements and financial considerations, we see how they are vital to establishing a business and what are the implications if these requirements are not met? Marketing and advertising are interesting topics because we look at brands, price and packaging. Staffing needs is also interesting because we look at the quality, quantity, knowledge and skills needed in the workplace.”

**WHAT TEACHERS SAY ABOUT BUSINESS MANAGEMENT UNIT 1 & 2**

“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. This also enables students to be informed citizens, consumers and investors. The



range of management theories is applied to numerous case studies which assists students to understand the contemporary challenges in establishing and maintaining a business.

The business world is constantly searching for new ideas. Students will see through innovation and invention, how an idea is planned and converted into reality. They will also investigate the various factors and pressures that affect the decisions in a business. 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. They also consider effective public relations strategies and the benefits and costs these can bring to a business.”

## STUDIES IN BUSINESS MANAGEMENT UNIT 1 & 2 CAN LEAD TO

- ◆ Human Resources Management
- ◆ Executive Management
- ◆ Public Relations
- ◆ Commerce
- ◆ Small Business Owner
- ◆ Operations Management
- ◆ Marketing
- ◆ Event Management
- ◆ Project Management
- ◆ Financial Advisor

**SUBJECT NAME: BUSINESS MANAGEMENT**  
**Unit 3 – Managing a business**  
**Unit 4 – Transforming a business**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. Business foundations
2. Managing employees
3. Operations management
4. Reviewing performance – the need for change
5. Implementing change

<http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessstindex.aspx>

**WHAT STUDENTS SAY ABOUT BUSINESS MANAGEMENT UNIT 3 & 4**



“We begin by looking at the numerous stakeholders who are affected by or who affect the business and the potential conflicts between the different demands of those stakeholders. The various management styles and skills are applied to many contemporary case studies.

Our next focus was on looking at what motivates a person and how motivation and training ensure business objectives are achieved. Different theories are applied to contemporary business case studies. We learn about workplace relations and the roles of key people in dispute resolutions. The production of goods and services is the core objective of businesses.

We look at maximizing the use of resources, reducing wastage and improving production methods to produce the best quality output. While change is inevitable, key performance indicators are used to assist in future decision-making. We investigate how businesses can search for opportunities for future growth and what are the current forces for change? The importance of leadership in managing change, how leaders can inspire change and the effect change can have on the stakeholders of a business are discussed. Finally, whatever the change, it needs to be implemented in a socially responsible way.”



## WHAT TEACHERS SAY ABOUT BUSINESS MANAGEMENT UNIT 3 & 4



“All businesses set objectives. Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these topics. Students will investigate strategies to manage both staff and business operations to meet objectives. Businesses are under constant pressure to adapt and change to meet their objectives. Students will consider the importance of reviewing performance indicators for current and future directions. They will consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. The role of leadership in change management is an important consideration. Using contemporary business case studies, students are able to evaluate business practice against theory.”

## STUDIES IN BUSINESS MANAGEMENT UNIT 3 & 4 CAN LEAD TO

- ◆ Human Resources Management
- ◆ Executive Management
- ◆ Public Relations
- ◆ Commerce
- ◆ Small Business Owner
- ◆ Operations Management
- ◆ Marketing
- ◆ Event Management
- ◆ Project Management
- ◆ Financial Advisor

**SUBJECT NAME:** UNIT 1 HISTORY: 20<sup>th</sup> CENTURY 1918 – 1939  
UNIT 2 HISTORY: 20<sup>th</sup> CENTURY 1945 – 2000

**LEARNING AREA:** HUMANITIES

**AREAS OF STUDY:**

1. Ideology and conflict
2. Social and cultural change
3. Competing ideologies
4. Challenge and change

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/histstudy.aspx>

**WHAT STUDENTS SAY ABOUT 20<sup>th</sup> CENTURY HISTORY UNIT 1 & 2**



"In History, we look at how to construct a source analysis, at the rise of Hitler for instance, as well as ideologies. We also look at the aftermath of World War One and the people's perspectives surrounding it. History studies improve our essay skills. We learn very interesting content. It's a very interactive class because we often get to work as a group and this subject allows us to focus on particular aspects of history based on our interests.

We have a lot of enjoyment interacting and cooperating as a group. You also get to study things you are truly interested in and desire to discover. If students enjoy working as a group, in a close-class environment as well as being fascinated with the past then they will love Year 11 History. Our overall experience of Year 11 History is a pleasant one. We take in lots of interesting facts and information. We also have a close bond with other classmates as you all like history and there are group discussions. We also feel well- prepared for our assessments."

**WHAT TEACHERS SAY ABOUT 20<sup>th</sup> CENTURY HISTORY UNIT 1 & 2**

The History of the Twentieth Century and all the radical changes that took place during it help us to explain our world today. What interesting times we are living through as some of our world leaders "rattle their sabres" at one another. Why is there tension between the superpowers? Our study of the first half of the 20<sup>th</sup> Century focuses on the background to the conflicting ideologies, particularly the emergence of Russian and Chinese Communism. This prepares us to examine the Cold War which is so relevant today. In Semester 2, we look at important



Cold War conflicts such as The Cuban Missile Crisis, the Vietnam War, the Korean War and we study the dismantling of Apartheid and the Civil Rights movement in the United States. We practise the skills needed to analyse and use evidence. The literacy skills developed in History support students' studies in other subjects very well.

## **STUDIES IN 20<sup>th</sup> CENTURY HISTORY UNIT 1 & 2 CAN LEAD TO**

- ◆ Journalist
- ◆ Lawyer or paralegal employee
- ◆ Educator – teacher or lecturer
- ◆ Historian
- ◆ Diplomat
- ◆ Media employee
- ◆ Business or Public-Sector Executive
- ◆ Public Servant
- ◆ International Affairs employee
- ◆ Librarian
- ◆ Politician
- ◆ Social worker
- ◆ Writer
- ◆ Genealogist

**SUBJECT NAME: HISTORY REVOLUTIONS UNIT 3 & 4**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. France: Causes of Revolution
2. France: Consequences of Revolution
3. Russia: Causes of Revolution
4. Russia: Consequences of Revolution

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx>

**WHAT STUDENTS SAY ABOUT HISTORY REVOLUTIONS UNIT 3 & 4**



“Revs is an amazing subject to take, the amount of knowledge you'll gain is well worth the workload and you'll have an enthusiastic and really helpful teacher to push you to your best. Revolutions is an insightful look into the centuries before ours in the form of the French and Russian Revolutions. So if you're a fan of dressing up and re-enacting the Revolution and want to gain a set of skills that will help you through life, it's totally worth picking up.”

“The skills needed to shine in this subject are very similar to what is needed in other subjects, and essay writing skills are pivotal. The class is also very hands-on, as classes are also filled with riveting activities such as recreating crucial events throughout the Revolutions. Revolutions is certainly a challenge, but it is also incredibly rewarding. It's fascinating, engaging and enlightening (yes, pun intended!). It is an immersive experience into learning and it challenges you to be more open with your classmates. ”

“History Revolutions is an extremely challenging, yet rewarding subject. If you are to embark on this subject in Year 12, be prepared to immerse yourself fully in history, backed by a knowledgeable and enthusiastic teacher who won't be shy to get the best out of you. If you like dress ups, improvisation and most importantly have a passion for history then History Revolutions is the subject for you. It is a really interesting and exciting subject, it enables you to delve into the past and to relive it. It allows you to establish your own opinion of what exactly triggered the Revolution, measuring your perspective against those of historians.”

**WHAT TEACHERS SAY ABOUT HISTORY REVOLUTIONS UNIT 3 & 4**

“Exciting, Challenging and Enlightening.



Revolutions takes the student on a journey from abject poverty, to violent uprisings and finally, to periods of questionable stability. Students literally walk in the shoes of particular individuals from the Study Design in order to gain insights into historical perspectives.

Students develop strong analytical skills through crafting inquiry questions and researching into the lives of the people that experienced these momentous events. You need to have a love of reading and writing, a thirst for knowledge as the various texts can be both challenging and confronting.”

## STUDIES IN HISTORY REVOLUTIONS UNIT 3 & 4 CAN LEAD TO

- ◆ Law
- ◆ Writing & broadcasting
- ◆ Media & The Arts
- ◆ Education – Secondary & University
- ◆ Journalism
- ◆ International relations
- ◆ Archaeology
- ◆ Museum education & curation
- ◆ Archiving
- ◆ Professional research positions
- ◆ Diplomacy & politics

**SUBJECT NAME: GEOGRAPHY UNIT 1 & 2**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. Hazards and Disasters: Characteristics of Hazards
2. Hazards and Disasters: Response to Hazards and Disasters
3. Tourism: Characteristics of Tourism
4. Tourism: Impact of Tourism

[http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD\\_2016.pdf](http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf)

## WHAT STUDENTS SAY ABOUT UNIT 1 & 2 GEOGRAPHY



“Geography is a hands on way of looking at the world and our impact on it. It’s really about how we deal with what we have and making sure we don’t ruin it for the future.”

“Jelly, play-dough, lamps, thermometers, photos, maps, apples, fire- drills: Just some of the cool things you use to learn new things about the world we live in.”

“Tourism was always just learning where to go on my O.E, but now it’s about what happens around me while I’m there, how we convince people to do the right thing when travelling and making sure that why we are going won’t wreck the environment.”

“What better way to learn about the impact humans have on disaster response than getting to observe a fire drill ourselves, then be able to have a say about what can be done better next time. They really listened to us.”

## WHAT TEACHERS SAY ABOUT UNIT 1 & 2 GEOGRAPHY

“Do you want to learn how to save the world?, and do you want a subject where you literally look at the world you live in right now, and learn how to ensure its sustainability for the future? Would you like to find out about what happens when a disaster strikes or you go on a holiday overseas? If so, then this is the class for you!



Geography at Unit 1 goes into detail about the devastation caused by the Black Saturday Bushfires, the Christchurch Earthquakes and Typhoon Yolanda. The characteristics of these hazards, people's responses and the impacts they caused on the social, environmental and economic factors of the countries they are in.

Geography at Unit 2 explores why we love to travel the world and what it does to the places we visit. It looks at where we go once we are in a country and how we get around, do we study the language first or just turn up and hope for the best?

There is a type of assessment for everyone. Fieldwork Reports, Multimedia Presentations, Tests, Exams, Portfolio of exercises."

## STUDIES IN GEOGRAPHY CAN LEAD TO

- ◆ Pilot
- ◆ Structural Engineer
- ◆ Conservation
- ◆ Wildlife Management
- ◆ International Development
- ◆ Architecture
- ◆ Disaster Management
- ◆ Marine Biologist
- ◆ Market Research
- ◆ Teacher
- ◆ Urban Planner
- ◆ Meteorology
- ◆ Emergency Services
- ◆ Tourism & Ecotourism
- ◆ Real Estate
- ◆ Defence Force
- ◆ Cartography
- ◆ Mining

**SUBJECT NAME: GEOGRAPHY - Unit 3 & 4**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

1. Unit 3: Changing the Land: Land Use Change
2. Unit 3: Changing the Land: Land Cover Change
3. Unit 4: Human Population – Trends and Issues: Population Dynamics
4. Unit 4: Human Population – Trends and Issues: Population Issues and Challenges

[http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD\\_2016.pdf](http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf)

## **WHAT STUDENTS SAY ABOUT GEOGRAPHY UNIT 3 & 4**

“Geography is a challenging however, extremely rewarding subject. It is very relevant to everyday life as we learn about the interactions between people and the land. Geography is an excellent platform for those who are interested in the world, environment and its happenings. Geography encourages the development of skills and knowledge which can be applied in other subjects. It allows you to ponder your role in society and to improve your lifestyle to better suit the environment. ”

“I love knowing what I am going to learn about from the beginning. The Geo handbook is given to you in Commencement classes and you will use it until it falls apart. Know that thing back to front.”



“This is the class where I really feel like I can make a difference. Learning about the impact we have on the land around us, how this in turn creates a reaction in people and countries we may never meet or get to, leaves me feeling quite small on the grand scale of things, but I can make a BIG mark on this world and Geography will be the vehicle I use to do that.”

“I use heaps of the things I have learnt in Geo in my other subjects, I didn't know that things like sustainability and the SHEEPT factors are going to come up every where.”

## **WHAT TEACHERS SAY ABOUT GEOGRAPHY UNIT 3 & 4**

“How we use the land, how we change the land, what covers the land, who owns, runs, manages and protects the land and how that has changed over time leads the way for Unit Three. This involves a Fieldwork report and four other shorter structured question styled SAC's. This Unit



involves a lot of work but it is very rewarding. Unit Four looks at the dynamics of the world's populations, why they age, why they grow, why they decline and what people are doing about it. With interesting case studies you develop a deeper interest in the processes governments go through when trying to control their populations. This class becomes a family, you will teach each other, learn from each other and come to appreciate each person's viewpoint even when you don't agree with it."



### STUDIES IN GEOGRAPHY UNIT 3 & 4 CAN LEAD TO:

- ◆ Pilot
- ◆ Structural Engineer
- ◆ Conservation
- ◆ Wildlife Management
- ◆ International Development
- ◆ Architecture
- ◆ Disaster Management
- ◆ Marine Biologist
- ◆ Market Research
- ◆ Teacher
- ◆ Urban Planner
- ◆ Meteorology
- ◆ Emergency Services
- ◆ Tourism & Ecotourism
- ◆ Real Estate
- ◆ Defence Force
- ◆ Cartography
- ◆ Mining

**SUBJECT NAME:** LEGAL STUDIES  
UNIT 1 – GUILT AND LIABILITY  
UNIT 2 – SANCTIONS, REMEDIES AND RIGHTS

**LEARNING AREA:** HUMANITIES

**AREAS OF STUDY:**

**Unit 1:**

1. Legal Foundations
2. The Presumption of Innocence
3. Civil Liability

**Unit 2:**

1. Sanctions
2. Remedies
3. Rights

[http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf)

## WHAT STUDENTS SAY ABOUT LEGAL STUDIES UNIT 1 & 2

“Legal studies is a great subject, which you learn about the criminal and civil aspects of law, as well as touching on parliamentary topics. I enjoy this subject the most as we are constantly being challenged and constantly reviewing media issues to help with our studies.



The subject requires you to keep up to date with the media, you are also expected to be very organised. The best things about Legal Studies is that you are introduced to a variety of different subtopics, which can help open up a range of career opportunities if you are still unsure. Legal Studies makes you become more aware of what is going on in the world around you. Personally, undertaking Units 1 and 2 Legal Studies has really opened up my knowledge and allowed me to think critically. Legal studies is one of my favourite subjects as it allows you to express your own opinion on issues that are happening in the media. I would recommend it to anyone who is interested in issues in the media as well as focusing on the rights of others. Those who are willing to put in the extra work and work hard every lesson will find the subject enjoyable and easy.”

## WHAT TEACHERS SAY ABOUT LEGAL STUDIES UNIT 1 & 2

“Legal Studies provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies.



- They investigate the workings of the Australian legal system and;
- Undertake comparisons with international structures and procedures.
- Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Through the study of Legal Studies, students will get to develop the skills also required in many of the other Humanities or Language based subjects they study.”

## STUDIES IN LEGAL STUDIES UNIT 1 & 2 CAN LEAD TO

- |                                  |                         |
|----------------------------------|-------------------------|
| ◆ Journalist                     | ◆ Public Servant        |
| ◆ Lawyer                         | ◆ International Affairs |
| ◆ Educator – teacher or lecturer | ◆ Librarian             |
| ◆ Historian                      | ◆ Politician            |
| ◆ Diplomat                       | ◆ Social Worker         |

**SUBJECT NAME: LEGAL STUDIES**  
**UNIT 3 – RIGHTS AND JUSTICE**  
**UNIT 4 – THE PEOPLE AND THE LAW**

**LEARNING AREA: HUMANITIES**

**AREAS OF STUDY:**

**Unit 3:**

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

**Unit 4:**

1. The people and the Australian Constitution
2. The people, the parliament and the courts

[http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf)

**WHAT STUDENTS SAY ABOUT LEGAL STUDIES UNIT 3 & 4**

“The best thing about studying Legal Studies is the ability to gain a new perspective about how the government, courts, and laws can influence our society, and the expectations of the community and individuals. It is worthwhile to study this subject because the skills and techniques you learn in Legal will assist you in other subjects, especially English. It also challenges you to engage with the law, and how possible changes in the law can reflect your views, attitudes and values.



For those who are aspiring to become a lawyer, or work in the legal field, Legal Studies is definitely your subject! Although law in university is completely different, legal studies will give you the background information that you need in order to gain knowledge about the law, and apply key skills that were learnt.”

**WHAT TEACHERS SAY ABOUT LEGAL STUDIES UNIT 3 & 4**

“The VCE Legal Studies course provides all students with an ongoing and in-depth insight into how the legal system and laws relate to those within Australia. It provides knowledge into the contemporary Australian society in order to understand the operation of the current legal system, including dispute resolution and the attainment of justice. It provides opportunities for debate and discussion regarding current events within Australia as well as within a global context.



Studying Legal Studies allows for the development of skills such as critical thinking, decision-making and evaluation and informs students on issues relevant to them in our contemporary Australian society, as well as issues in a global context and how they compare to and/or affect Australia. It also provides students with a greater understanding of the framework of the legal system and parliamentary system.

Through the study of Legal Studies, students will get to develop the skills also required in many of the other Humanities or Language based subjects they study.”

## STUDIES IN UNITS 3 & 4 LEGAL STUDIES CAN LEAD TO

- ◆ Journalist
- ◆ Lawyer
- ◆ Educator – teacher or lecturer
- ◆ Historian
- ◆ Diplomat
- ◆ Public Servant
- ◆ International Affairs
- ◆ Librarian
- ◆ Politician
- ◆ Social Worker

**SUBJECT NAME: BIOLOGY UNIT 1 & 2**

**LEARNING AREA: SCIENCE**

**AREAS OF STUDY:**

1. How do organisms function?
2. How do living systems sustain life?
3. Practical Investigation
4. How does reproduction maintain the continuity of life?
5. How is inheritance explained?
6. Investigation of an issue

<http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>

**WHAT STUDENTS SAY ABOUT BIOLOGY UNIT 1 & 2**



"In this subject, students develop a conceptual understanding of the basic functions and structures that contribute to how an organism stays alive. Biology is a practical based subject with both intricate and interesting tests and experiments to help develop your base knowledge developed in Years 7-10. The focus for the two units is how cells operate and co-exist in the human body and in plants.

The SAC's we do in Biology usually correspond to practical work and can be in the form of reports, scientific posters and tests.

A recommendation is to read ahead of class so that you can be familiar with concepts before you learn them in class. This way you have a basic understanding of key ideas before they are covered. For students keen on pursuing biology in VCE it is vital to stay ahead, read and complete tasks before they fall due and most importantly ask questions!!! Your greatest asset is your teacher.

If you are prepared to work hard then you will do well in this subject."

**WHAT TEACHERS SAY ABOUT BIOLOGY UNIT 1 & 2**

"VCE Biology enables students to explore the dynamic relationships between organisms and their interactions with the non-living environment. The study also explores the processes that maintain life and ensures its continuity, from the molecular world of the cell to that of the whole

organism. Students have the opportunity to engage in a range of inquiry tasks which may use some or all of the following methodologies: laboratory experimentation and fieldwork. Investigations may involve the use of technologies and sampling techniques, microscopy, local and remote data logging, simulations, animations, use of global databases and bioinformatics tool.

In Unit 1 students investigate and explain how cellular structures and systems function to sustain life. Students will then explore how various adaptations enhance the survival of an individual organism and investigate the relationships between organisms that form a living community.

Unit 2 focuses on reproduction and genetics and students will explore medical therapies using stem cells and patterns of inheritance. Unit 2 is much shorter than Unit 1 but students must be committed to remaining ahead of the theory covered in both units by reading, completing chapter questions and also maintaining a logbook.”



## STUDIES IN BIOLOGY UNIT 1 & 2 CAN LEAD TO

- ◆ Zoologist
- ◆ Dietitian
- ◆ Natural Therapist
- ◆ Radiation Therapist
- ◆ Ward Assistant
- ◆ Speech Pathologist
- ◆ Biochemist
- ◆ Dental Technician
- ◆ Veterinary Nurse
- ◆ Nursery Worker

**SUBJECT NAME: BIOLOGY UNIT 3 & 4**

**LEARNING AREA: SCIENCE**

**AREAS OF STUDY:**

1. How do cellular processes work?
2. How do cells communicate?
3. How are species related?
4. How do humans impact on biological processes
5. Practical Investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>

**WHAT STUDENTS SAY ABOUT BIOLOGY UNIT 3 & 4**

“Unit 3 & 4 Biology allows students to gain a deeper understanding of cells, organisms, evolution and the relationship between humans and the external environment. Unit 3 focuses on life at a cellular level, delving into the structures of eukaryotic and prokaryotic cells, their cellular processes and the communication between cells. Students should review the information from Units 1 & 2 regarding organelles, cell structure, photosynthesis and cellular respiration. Unit 4 focuses on the relationship between humans and the environment (including biotechnology) and evolutionary theories. Unlike Unit 1 & 2, Unit 3 & 4 SAC’s are based on practical activities and discussion questions are completed under test conditions. By completing Unit 3 & 4 Biology, students will be able to broaden their options with regards to tertiary education and develop an in-depth understanding of the microscopic world around them.



Some helpful hints if you choose to study Unit 3 and Unit 4 Biology:

- Pre-read chapters and complete all Quick Check Questions before the theory is covered in class.
- Print the Study design and write notes based on the ‘key knowledge’ dot points
- Make good use of online resources e.g. StudyON and Edrolo, to consolidate concepts.”



## WHAT TEACHERS SAY ABOUT BIOLOGY UNIT 3 & 4



“Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology and behavioural science.

A study of Unit 3 Biology will enable students to explain the dynamic nature of the cell in terms of key cellular processes and analyse factors that affect the rate of biochemical reactions. Using a stimulus response model, students will be able to explain how cells communicate with each other, outline human responses to disease-causing organisms and how malfunctions in the immune system cause disease.

In Unit 4 students will analyse evidence for evolutionary change and elaborate on the consequences of biological change in human evolution. They should be able to describe how tools and techniques can be used to manipulate DNA and analyse the relationship between scientific knowledge and its applications in society.

Students who choose to complete Unit 3 and Unit 4 Biology will be asked to pre-read chapters and complete the chapter questions a month or so before the theory is covered in class. This will ensure students have already been introduced to the concepts twice before they are tackled in class. By the time students have completed the course they have covered the material up to five times before they commence revision for exams.”

## STUDIES IN BIOLOGY UNIT 3 & 4 CAN LEAD TO

- ◆ Physiotherapist
- ◆ Winemaker
- ◆ Nutritionist
- ◆ Nurse - enrolled
- ◆ Zoo Keeper
- ◆ Medical Practitioner
- ◆ Paramedic
- ◆ Agricultural Engineer
- ◆ Science Field Officer
- ◆ Dental Assistant

**SUBJECT NAME: CHEMISTRY UNIT 1 & 2**

**LEARNING AREA: SCIENCE**

**AREAS OF STUDY:**

1. How can the knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation
4. How do substances interact with water?
5. How are substances in water measured and analysed?
6. Practical investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx>

**WHAT STUDENTS SAY ABOUT CHEMISTRY UNIT 1 & 2**



“Unit 1 Chemistry is most definitely not for the faint hearted, and requires a whole lot of resilience and determination. As you progress through the study design and the textbook, the topics get more intense and a lot more mathematical and it requires you to apply your understanding and knowledge of the topics instead of rote learning like many of us were previously used to.

Chemistry is a subject where all the chapters are interlinked and interrelated with each other, and throughout the subject you will constantly refer to the trends in the periodic table to help aid your understanding of chemical bonds. This is exactly why you cannot fall behind, because if you don't understand one chapter you're going to struggle to understand the rest.

Chemistry is a subject where you will develop a strong bond with your teachers and classmates, because they are all at the same stage as you. At the end of the day, chemistry becomes like every other subject, you need to give your all one hundred percent of the time. Sometimes your efforts won't be reflected in your marks, but that isn't the end of the world, it is whether you faced up to the challenge and gave it your all.

For those of you who choose chemistry as a subject next year, if there is one piece of advice I strongly suggest you follow, stay on top of your work, ask questions, complete all homework and assignments and read ahead. One-hour lessons are not enough for you to fully comprehend what is being said. Practice questions are the key to success in chemistry. You don't have to be an Einstein to succeed in chemistry, you just need to be determined to succeed. Despite this, if you love a challenge, a subject that won't put you to sleep and most importantly one that can open so many brilliant pathways such as medicine, engineering or even mining (the backbone of the Australian economy,

and an industry which will get you a lot of money), chemistry is something I would strongly urge you to consider as VCE subject.”

## WHAT TEACHERS SAY ABOUT CHEMISTRY UNIT 1 & 2



“Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Unit 1 focusses on the relating the position of elements in the periodic table to their properties, investigating the structures and properties of metals and ionic compounds and calculating molar quantities. Students also investigate the properties of carbon lattices and molecular substances, including polymers and nanomaterials.

Unit 2 mainly looks at the structure and bonding of water, and explaining the importance of its properties and reactions. Students learn to measure the amounts of dissolved substances in water, and analyse water samples for salts, organics, acids and bases. Students will also undertake both a research investigation in unit 1, and a practical investigation in unit 2.

Studying chemistry opens doors to a range of sectors and opportunities, meaning your future career doesn't have to be in a lab.”

## STUDIES IN CHEMISTRY UNIT 1 & 2 CAN LEAD TO

- ◆ Analytical Chemistry
- ◆ Chemical engineering
- ◆ Criminal justice & law
- ◆ Toxicologist
- ◆ Healthcare scientist, clinical biochemistry
- ◆ Forensic Scientist
- ◆ Pharmacologist
- ◆ Research scientist

**SUBJECT NAME: CHEMISTRY UNIT 3 & 4**

## LEARNING AREA: SCIENCE

### AREAS OF STUDY:

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?
3. How can the diversity of carbon compounds be explained and categorised?
4. What is the chemistry of food?
5. Practical investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx>

### WHAT STUDENTS SAY ABOUT CHEMISTRY UNIT 3 & 4

“Regular and systematic revision is essential. Be organized and read the chapter before coming to class.”

“Completing past examination papers is the only way of becoming familiar with the types of questions that will be asked.”



### WHAT TEACHERS SAY ABOUT CHEMISTRY UNIT 3 & 4

“In Unit 3 students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. In Unit 4 students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. They predict the products of reaction pathways and design pathways to produce compounds from given starting molecules.

If students are contemplating taking on the study of Units 3 and 4 Chemistry they should have the following:

- a comprehensive grasp of the coursework covered in Chemistry 1 and 2 has been achieved.
- confidence in their ability to liaise with the teacher, and a preparedness to seek assistance as required.
- sound laboratory skills and safety practices.
- an ability to work co-operatively and collaboratively with other students in groups as required.”



### STUDIES IN CHEMISTRY UNIT 3 & 4 CAN LEAD TO

- ◆ Analytical chemist
- ◆ Chemical engineer
- ◆ Healthcare scientist
- ◆ Clinical biochemistry
- ◆ Forensic scientists
- ◆ Pharmacologist
- ◆ Research scientist (physical sciences)
- ◆ Toxicologist

**SUBJECT NAME:      PHYSICS UNIT 1 & 2**

**LEARNING AREA:      SCIENCE**

**AREAS OF STUDY:**

1.      How can thermal effects be explained?
2.      How does electric circuits work?
3.      What is matter and how is it formed?
4.      How can motion be described and explained?
5.      Optional Study Choice
6.      Practical Investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

**WHAT STUDENTS SAY ABOUT PHYSICS UNIT 1 & 2**



“Anyone that enters and completes the VCE Physics course will leave as a brighter more enlightened individual, trained in the most rigorous of scientific disciplines. Topics covered are varied and intriguing such as thermodynamics; the study of heat; electricity; constructing and analysing circuits; radiation and the motion of objects. By linking scientific theory with real-life phenomena, Physics nurtures a natural passion for understanding the natural world. The true joy of studying is the many opportunities to solve problems which combine theoretical knowledge with

real-life applications. Participating in Physics studies will ensure a smooth transition to tertiary courses in engineering and higher physics. A journey through Physics is a tour of the world around us, one that the curious will enjoy.”

**WHAT TEACHERS SAY ABOUT PHYSICS UNIT 1 & 2**

“Physics Units 1 and 2 help define the beginnings of critical thinking and applying that thinking to the world around us to determine why things are or are not. Over the course of the year students will learn about the birth of the universe and the simplest particles within it, all the way to energy in large scale high speed collisions. Then they will apply this to real world situations to solve some fundamental physics problems. Finally, students will demonstrate all of this new knowledge and thinking by undertaking a student led experimental investigation.”



## STUDIES IN PHYSICS UNIT 1 & 2 CAN LEAD TO

- ◆ Physicist & Space Travel Careers
- ◆ Medicine, Dental & other Health Services
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Meteorologist
- ◆ Engineer – Civil & Construction
- ◆ Architect
- ◆ Scientific & Statistical Researcher
- ◆ Defence Logistics & Navigation Careers
- ◆ Topologist

**SUBJECT NAME:      PHYSICS UNIT 3 & 4**

**LEARNING AREA:      SCIENCE**

**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?
4.      How can waves explain the behavior of light?
5.      How are light and matter similar?
6.      Practical Investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

**WHAT STUDENTS SAY ABOUT PHYSICS UNIT 3 & 4**

“You will need to be confident in working with the Laws of Motion and have a good understanding of the concepts of electricity and simple circuits. It really helps to have some form of VCE Mathematics study so that you can solve mathematical problems. Mathematical Methods will help a lot and of course Specialist Mathematics will also help (but is not required). Finally, being able to apply the concepts taught in class to everyday situations is a skill that you must quickly learn.”



**WHAT TEACHERS SAY ABOUT PHYSICS UNITS 3 & 4**



“Unit 3 and Unit 4 Physics provide students with an opportunity to improve experimental skills, and learn some interesting things about how things move; how we power our homes; and how waves and matter behave. In the journey through the course there will be experiments, demonstrations and lots of discussion about how things work and why. A focus on critical thinking and applied problems prepares students for their final experimental investigation of their choice with a scientific poster showcasing their successes.”



## STUDIES IN PHYSICS UNIT 3 & 4 CAN LEAD TO

- ◆ Physicist & Space Travel Careers
- ◆ Medicine, Dental & other Health Services
- ◆ Logistics Controller
- ◆ Pilot & Aeronautical Careers
- ◆ Meteorologist
- ◆ Engineer – Civil & Construction
- ◆ Architect
- ◆ Scientific & Statistical Researcher
- ◆ Defence Logistics & Navigation Careers
- ◆ Topologist

**SUBJECT NAME: PSYCHOLOGY UNIT 1 & 2**

**LEARNING AREA: SCIENCE**

**AREAS OF STUDY:**

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation
4. What influences a person's perception of the world?
5. How are people influenced to behave in particular ways?
6. Student-directed practical investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>

**WHAT STUDENTS SAY ABOUT PSYCHOLOGY UNIT 1 & 2**



"The topics in Units 1 & 2 are different to anything we have covered in years 7 to 10. We learn about the biological, psychological and social factors that have influenced us as individuals, and how we interact in the world around us. It is an interesting subject because you can learn a lot about yourself. Even though there is a lot to learn, we apply it to real life examples. This subject opens your mind to new ideas and ways of looking at who you are, how you interact with other people, and how you exist within your environment. It's intriguing that results of studies from long ago are still useful in helping us to understand 'people' in the modern world.

To be successful in this subject you need to be able to link the different topics together, by taking information from one area and linking it to another. Psychology can apply to so many areas of your life and can be useful in almost any career you choose. You've probably heard or thought that Psychology is an 'easier' science. This subject can be challenging, so do not underestimate it, but it helps you better understand yourself and others."

**WHAT TEACHERS SAY ABOUT PSYCHOLOGY UNIT 1 & 2**



"Psychology is the systematic study of thoughts, feelings and behaviour. In Unit 1, students investigate the structure and functioning of the human brain, and its role as a part of the human nervous system. This also includes brain plasticity and the influence that brain damage may have on a person's psychological functioning. They continue by exploring the complex nature of psychological development, including situations where psychological development may not occur as expected. To enhance their learning, students examine classical and contemporary studies

and different psychological models and theories and use these to predict and explain the development of thoughts, feelings and behaviours in humans.

Unit 2 focuses on how a person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students investigate how 'perception' enables a person to interact with the world around them. They evaluate the role social cognition plays in a person's attitudes, perception of self and relationships with others. Students explore factors and contexts that can influence the behaviour of an individual and groups. They also examine classical and contemporary research relating to human perception, as well as individual and group behaviour.

As part of Unit 1, students will undertake a student-directed research investigation related to brain function and/or development, as well as a student practical investigation related to internal and external influences on behaviour in Unit 2."

## **STUDIES IN PSYCHOLOGY UNIT 1 & 2 CAN LEAD TO**

- ◆ Psychology (counselling)
- ◆ Medicine & Health
- ◆ Criminal Justice & Law
- ◆ Hospitality & Tourism
- ◆ Human Resources
- ◆ Social & Community Services
- ◆ Business Management & Marketing
- ◆ Education & Training
- ◆ Real Estate & Retail
- ◆ ... plus many more

**SUBJECT NAME: PSYCHOLOGY UNIT 3 & 4**

**LEARNING AREA: SCIENCE**

**AREAS OF STUDY:**

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?
3. How do levels of consciousness affect mental processes and behaviour?
4. What influences mental wellbeing?
5. Practical investigation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>

**WHAT STUDENTS SAY ABOUT PSYCHOLOGY UNIT 3 & 4**



Units 3 & 4 expand on the content learned in Units 1 & 2. One difference however, is that the topics in Units 3 & 4 relate more to your own life (e.g. dealing with stress and how memory works), so you get a much better understanding of the world outside beyond the classroom. As Psychology students, we do not assess or diagnose people, however the information we learn in Units 3 & 4 provides you with insight into why some people behave the way they do, such as your friends and family, classmates and even customers at your workplace.

An important piece of advice is to use the dot points in the study design. These help you to identify exactly what information you need to learn, as well as focus your study materials. Basically, if it is not in the dot points, it cannot and will not be on the end of year examination.

The thing that makes learning in Psychology easier for us, is that we have opportunities to relate our learning to our everyday lives and link topics by creating stories (as examples) based on the information. And, just in case you were wondering...we can't read minds...yet!"

**WHAT TEACHERS SAY ABOUT PSYCHOLOGY UNIT 3 & 4**

"The nervous system influences behaviour and the way people experience the world. In Unit 3, students examine the functioning of the nervous system to explain how people interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. The mechanisms of memory and learning which lead

to the acquisition of knowledge, the development of new capacities and changed behaviours are investigated, as well as the limitations and fallibility of memory and how memory can be improved.

To further enhance their learning, students examine classical and contemporary research relating to the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Consciousness and mental health can be explored by studying the relationship between the mind, brain and behaviour. Unit 4 focusses on the nature of consciousness and how it can affect mental processes and behaviour. Students explore the role of sleep and the impact that sleep disturbances may have on a person's functioning. They are introduced to the concept of a mental health continuum and the biopsychosocial model of health, then illustrate how the development and management of a mental disorder (phobia) can be considered as an interaction between biological, psychological and social factors. Classical and contemporary research is again used in support of understanding consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Students will also undertake a practical investigation related to mental processes and psychological functioning as part of these units, with their findings presented in a scientific poster format."



## STUDIES IN PSYCHOLOGY UNIT 3 & 4 CAN LEAD TO

- ◆ Psychology (counselling)
- ◆ Medicine & Health
- ◆ Criminal Justice & Law
- ◆ Hospitality & Tourism
- ◆ Human Resources
- ◆ Social & Community Services
- ◆ Business Management & Marketing
- ◆ Education & Training
- ◆ Real Estate & Retail
- ◆ ... plus many more

**SUBJECT NAME: ITALIAN UNIT 1 & 2**

**LEARNING AREA: LANGUAGES**

**AREAS OF STUDY:**

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

[http://www.vcaa.vic.edu.au/Documents/vce/italian/ItalianSD\\_2019.pdf](http://www.vcaa.vic.edu.au/Documents/vce/italian/ItalianSD_2019.pdf)

**WHAT STUDENTS SAY ABOUT ITALIAN UNIT 1 & 2**



“In Year 11 Italian we have enjoyed the engaging class discussions about Italian Language and Culture. Every lesson is different, we learn many new things and the classes are full of laughs and surprises. We have many opportunities to interact with each other. As the class is small we have built good relationships with our peers and feel comfortable to share our views on a range of topics.

We are also expanding our knowledge of Italian grammatical forms including the various tenses and we are becoming more confident applying these forms in speaking and writing tasks. Our pronunciation is improving, and it has been wonderful this year to be supported in our Italian studies by a language assistant from Italy.

Year 11 Italian is challenging in some areas for example we write essays in Italian and we are broadening our vocabulary. To overcome these challenges, we experiment with different study techniques and use technology such as Education Perfect. We are also well-supported by our teacher and language assistant, who in a smaller class can give us more individual attention.”

**WHAT TEACHERS SAY ABOUT ITALIAN UNIT 1 & 2**

“Making the choice to study a language in VCE is a big commitment, but the opportunities that language study offers are extraordinary. If students have a passion for the Italian language and appreciation for the Italian culture this will be fostered in the Year 11 Italian program. Students entering VCE languages can expect to learn a range of new vocabulary and grammar forms which can give them more confidence in expressing themselves in written and spoken Italian.

Students will also have the opportunity to participate in discussions with the teacher and peers



about Italian culture, history and modern-day aspects of Italian society. Students engage in a range of activities designed to bolster knowledge of grammar, vocabulary and culture. In Year 11 student's complete assessment tasks in the skill areas of speaking, listening, reading and writing. Students read, write and listen to texts about their own personal worlds but also about the worlds of Italian people and the experiences and challenges they face in their daily lives."

## STUDIES IN ITALIAN UNIT 1 & 2 CAN LEAD TO

- ◆ Overseas Exchange
- ◆ Tourism and Hospitality
- ◆ Educator – teacher or lecturer
- ◆ Translator or Interpreter
- ◆ Diplomat
- ◆ Public Servant
- ◆ International Affairs
- ◆ Journalism
- ◆ Politician
- ◆ Business and Commerce

**Please note: It is compulsory for students who attend a study tour to Japan or Italy to elect a Language for the following year.**

**SUBJECT NAME: UNIT 3 & 4 ITALIAN**

**LEARNING AREA: LANGUAGES**

**AREAS OF STUDY:**

1. The Individual
2. The Italian Speaking Communities
3. The Changing World

<http://www.vcaa.vic.edu.au/documents/vce/italian/italiansd.pdf>

## WHAT STUDENTS SAY ABOUT ITALIAN UNIT 3 & 4



“In Unit 3 & 4 Italian we have the opportunity to expand our knowledge of the Italian Language and Culture. Through discussions with our teacher and peers we develop our understanding of Italian history and also some of the issues facing the Italian community in modern times.

We have learned new grammar forms and practice using these in our written and spoken tasks. In Year 12 we also start to develop more confidence in using vocabulary grammar more spontaneously, especially in speaking tasks. This year a language assistant has been supporting our class which gives us a great opportunity to practice speaking Italian with a native speaker.

Year 12 Italian has been challenging in particular using grammar correctly and speaking with fluency. In order to overcome these challenges, we have used various revision strategies including making flashcards, using Education Perfect and Quizlet and seeking teacher assistance out of class time. As we have a small class and the support of a language assistant we are able to seek out lots of support from our teachers. Of course, the best way to improve in another language is to practice, practice, practice.

In Term 3 we will complete a Detailed Study on the refugee crisis in Italy. We are looking forward to the many discussions that we can have about this subject and expressing our understanding of this issue in the Italian Language.”



## WHAT TEACHERS SAY ABOUT ITALIAN UNIT 3 & 4



“In Unit 3 & 4 Italian students explore the rich and diverse history and culture of Italy through the beauty of the Italian Language. Students expand their grammar and vocabulary and find that through this deeper understanding, the things that they can say and write about themselves in Italian increases significantly.

Students have the opportunity in Term 3 to undertake a Detailed Study on a topic that is important to Italian culture and identity. In order to explore this topic students, engage in meaningful class discussions with their peers and teachers. This topic becomes the focus of part of the students’ Oral Exam and gives the students the opportunity to develop their independent research skills which are vital for further tertiary study.

As a teacher, one of the most enjoyable things about teaching Italian is seeing the students become able to express significant personal meaning about themselves in another language. This provides students with a immense sense of accomplishment when they understand Italian speakers and make themselves understood. Students wishing to be successful in Year 12 Italian should have a passion for the language and culture but also need to show initiative and ultimately become self-motivated and independent language learners.”

## STUDIES IN ITALIAN UNIT 3 & 4 CAN LEAD TO

- ◆ Overseas Exchange
- ◆ Tourism and Hospitality
- ◆ Educator – teacher or lecturer
- ◆ Translator or Interpreter
- ◆ Diplomat
- ◆ Public Servant
- ◆ International Affairs
- ◆ Journalism
- ◆ Politician
- ◆ Business and Commerce

**SUBJECT NAME: JAPANESE UNIT 1 & 2**

**LEARNING AREA: LANGUAGES**

**AREAS OF STUDY:**

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

[http://www.vcaa.vic.edu.au/Documents/vce/japanese2nd/JapaneseSL\\_SD\\_2019.pdf](http://www.vcaa.vic.edu.au/Documents/vce/japanese2nd/JapaneseSL_SD_2019.pdf)

**WHAT STUDENTS SAY ABOUT JAPANESE UNIT 1 & 2**



"Japanese allows us to look into a culture that is very different to our own. It covers Japanese people's lifestyles, habits, food and speech. We compare the Australian ways to the Japanese ways, allowing us to experience their manner of living.

The best thing about Japanese is that we get to be culturally diverse. The students together learn about the quirks of the Japanese culture. It is very fun to also find out to say things in Japanese, and listen to a Japanese person and feel accomplished to know what they are saying.

Knowing how to speak in Japanese is beneficial in many ways, as it gives us another outlook on the cultural differences. It allows the students to have many opportunities as well career-wise. Some of the students have also been influenced through going to the Japan trip, some wanting to have careers in Japan as well. Practically knowing another language can also show your competency and skill to adapting to other cultures.

To me, this subject is likely to appeal to other students because of some of the exposure to the Japanese culture that they may have already experienced. Australia is also becoming more multi-cultural and the knowledge of a different culture can look great on a resume."

## WHAT TEACHERS SAY ABOUT JAPANESE UNIT 1 & 2

“The study of Japanese opens up possibilities of which one can only dream. In coming to respect and understand the culture of another group of people we reflect and grow our own sense of identity and in doing so elements of Japanese culture becomes a part of who we are and how we understand the world around us.



In Japanese, you can expect to explore these cultural values through language and context. You will participate in a range of activities designed to bolster your knowledge of grammar, vocabulary and culture. In Year 11 we practice interactions about asking and giving directions as well as investigating a variety of Japanese festivals. Furthermore, we look closely at the difference in food cultural rituals and diet.”

## STUDIES IN JAPANESE UNIT 1 & 2 CAN LEAD TO

- ◆ Overseas Exchange
- ◆ Tourism and Hospitality
- ◆ Educator – teacher or lecturer
- ◆ Translator or Interpreter
- ◆ Diplomat
- ◆ Public Servant
- ◆ International Affairs
- ◆ Journalism
- ◆ Politician
- ◆ Business and Commerce

**Please note: It is compulsory for students who attend a study tour to Japan or Italy to elect a Language for the following year.**

**SUBJECT NAME: JAPANESE UNIT 3 & 4**

**LEARNING AREA: LANGUAGES**

**AREAS OF STUDY:**

1. The Individual
2. The Japanese Speaking Communities
3. The Changing World

<http://www.vcaa.vic.edu.au/documents/vce/japanese2nd/japaneseslsd.pdf>

**WHAT STUDENTS SAY ABOUT JAPANESE UNIT 3 & 4**



“In Unit 3 & 4 Japanese, we enjoy learning new grammar forms and having the opportunity to experiment with these grammar forms in speaking and writing tasks. We also enjoy learning about the Japanese culture through our study of the language. We have learned about seasonal events in Japan, how Japanese people stay healthy and Japanese social issues such as population change. We have also participated in a role play involving convincing a customer to buy a new smart phone.

Those of us who have been to Japan have enjoyed connecting that experience with our learning in the classroom. For example, going to Japan allowed us to see the different way Japanese people live, and now we can use that experience to help us understand the concepts taught in Year 12 Japanese.

Japanese has been challenging in Year 12 in particular remembering how to read and write Kanji, keeping up with extra revision tasks and completing more complex reading, speaking and listening tasks.

In order to overcome these challenges we have used various revision strategies including making flashcards, using Education Perfect and Quizlet and seeking teacher assistance out of class time. We work hard in our Japanese lessons, but a lot of work takes place behind the scenes to ensure we get the most out of the experience of studying a language in Year 12.”

**WHAT TEACHERS SAY ABOUT JAPANESE UNIT 3 & 4**

“In Unit 3 & 4 Japanese we continue to explore the Japanese culture through the Japanese language. As students’ grammatical understanding deepens and broadens they find that they can access and understand a greater range of written and spoken texts and that what they can say and

write about themselves increases significantly. Students have the opportunity in Term 3 to undertake a Detailed Study on a topic of their choosing that is important to Japanese culture and identity. This topic becomes the focus of part of the students' Oral Exam and gives the students the opportunity to develop their independent research skills which are vital for further tertiary study.



As a teacher, one of the most enjoyable things about teaching Japanese is seeing the students sense of accomplishment when they understand Japanese speakers and make themselves understood. It is also great to see students develop their initiative, willingness to experiment with language and ultimately become self-motivated and independent learners. Students have many opportunities to do this in Unit 3 & 4 Japanese."

## STUDIES IN JAPANESE UNIT 3 & 4 CAN LEAD TO

- ◆ Overseas Exchange
- ◆ Tourism and Hospitality
- ◆ Educator – teacher or lecturer
- ◆ Translator or Interpreter
- ◆ Diplomat
- ◆ Public Servant
- ◆ International Affairs
- ◆ Journalism
- ◆ Politician
- ◆ Business and Commerce

**SUBJECT NAME:** HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2

**LEARNING AREA:** Health and Physical Education

**AREAS OF STUDY:**

Unit 1 - Understanding Health & Wellbeing

Unit 2 - Managing Health & Development

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing
4. Developmental transitions
5. Health care in Australia

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

## WHAT STUDENTS SAY ABOUT HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2



“Students should choose Health and Human Development as one of their Unit 1 & 2 subjects as it is a unique subject, it combines aspects of your everyday life along with aspects of physical education and biology. Health and Human Development provides opportunities for you to better your health as it explores aspects of nutrients and nutrient imbalances, it also explores mental health and strategies which can be implemented to assist in obtaining a positive mindset.

I enjoy the subject as I continually learn about areas in health in which I can relate to my everyday life and use for general knowledge. I also enjoy the subject as I would like to enter the health or medical related field after school and Health and Human Development provides a glimpse of what that will be like. The subject is also great as it explains the development of all stages of the lifespan and provides explanations as to why and how things occur, such as puberty. Health and Human Development is not easy, however, it is a great subject that can be related to and understood by anyone who takes interest and puts in effort to the subject.

Health and Human Development can become challenging at times as there is a lot to remember and definitions are key, however the homework and classwork set, including multiple practice SACs and colourful board notes, is always focused on getting students prepared for SACs and exams so

you will be confident when it comes time for assessments. I am looking forward to the rest of VCE Health and Human Development!”

## WHAT TEACHERS SAY ABOUT HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2

“Health and Human Development is a dynamic and stimulating subject. Unit 1 students look 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. In Unit 1 students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.



Unit 2 investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.”

## STUDIES IN HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2 CAN LEAD TO

- ◆ Nursing
- ◆ Childcare
- ◆ Policy
- ◆ Medicine
- ◆ Teaching
- ◆ International Relations

**SUBJECT NAME:** HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4

**LEARNING AREA:** HEALTH & PHYSICAL EDUCATION

**AREAS OF STUDY:**

Unit 3 – Australia’s health in a globalised world

Unit 4 – Health & human development in a global context

1. Understanding health and wellbeing
2. Promoting health and wellbeing
3. Health and wellbeing in a global context
4. Health and the sustainable development goals

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

## WHAT STUDENTS SAY ABOUT HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4



“As a student who studies Health and Human Development, I would definitely recommend this subject without hesitation. Units 3 and 4 have such rich content that students will be able to build on their basic knowledge about the Health and development of humans, and the wider factors that contribute as a result. Not only that, this subject also allows you to understand global health and development, and how individuals' state of health vary”.

“My opinion on the subject is that it is fun-filled and educational, and I wouldn't recommend any better subject. What I enjoy most about the subject is the interactive nature students have with each other, and the teacher. This really assists us in completing our work to the best of our abilities, and, using additional resources to better our knowledge. Another thing I enjoy about this subject is that there is always something exciting to learn about. It is not one of those subjects that disinterest you quickly. It is a subject that is very relevant and can be applied to everyday life. Learning about lifespan stages, determinants of health, population groups, priority areas, nutrition, promoting the health system through governments & global health is 100% worth it!”

“From the beginning of VCE Health and Human Development it was my favourite subject, and as now that I am coming to the end of course it still remains to be my favourite subject. In my opinion, the content we learn in health is so interesting and relates to real life situations. The fact that the



subject areas we cover in health relate to real life experiences, therefore makes it easy to connect to what you are learning, making it a fun and interactive learning environment.”

“In order to do well in Health and Human, students are encouraged to consistently revise the knowledge they learn in class, and complete the Test Your Knowledge questions after each chapter. They are a great form of revision and help the students learn about the type of questions they could be asked on a SAC or exam. Making Q-cards for definitions and revision sheets for every topic are also helpful in order to get the best score possible. Overall, Health and Human Development is by far my favourite subject as it is engaging and highly relatable to daily life.”

## WHAT TEACHERS SAY ABOUT HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4

Unit 3 looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.



Unit 4 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.

## STUDIES IN HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4 CAN LEAD TO

- ◆ Nursing
- ◆ Childcare
- ◆ Policy
- ◆ Medicine
- ◆ Teaching
- ◆ International Relations

**SUBJECT NAME: PHYSICAL EDUCATION UNIT 1 & 2**

**LEARNING AREA: Health & Physical Education**

**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?
3. What are the relationships between physical activity, sport, health and society?
4. What are the contemporary issues associated with physical activity and sport?

[http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD\\_2017.pdf](http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf)

## WHAT STUDENTS SAY ABOUT PHYSICAL EDUCATION UNIT 1 & 2



“The subject of Physical Education is very rewarding in many ways. If you love sports as well as finding out the way the human body functions, then I would highly recommend Physical Education for you. The beginning of Unit One starts off looking at the musculoskeletal system and how it functions on a day to day basis. The study design further continues to look at topics such as illegal and legal supplements used in sport. Looking at the respiratory and cardiovascular systems in detail allow you to not just develop your understanding, but apply that into your own sport outside of school. It teaches you how to train and perform at a maximal level, just like elite athletes.

If you think VCE Physical Education is all about going out to play sport every lesson, then I better tell you this now, it is not. The subject is 75% theory and 25% practical based. These practicals, once a week, are very engaging and enjoyable. You are still able to play all the sports you love such as basketball, soccer or netball with a bit more freedom than you’ve had in the past schooling years, the only major difference being that we apply theory to these lessons and link the practical back to whatever content we are studying at the time. This form allows you to further your understanding beyond just words on the board and is very beneficial for those who enjoy learning in a more hands on form. If you are having the slightest thought about doing VCE Physical Education, my advice is DO IT, you won’t regret it!”

## WHAT TEACHERS SAY ABOUT PHYSICAL EDUCATION UNIT 1 & 2

“Have you ever wondered about the science behind how our body systems work together and adapt to different types of training to allow us to run fast, swim distances or lift heavy? Have you ever thought about why elite high-profile athletes like Lance Armstrong or Olympic swimming teams turn to illegal methods to enhance performance? Or how different legal and illegal supplements and substances actually act on the body? In Unit 1 Physical Education students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.



In Unit 2 students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity, investigating individual and population-based consequences of physical inactivity and sedentary behaviour. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.”

## STUDIES IN PHYSICAL EDUCATION UNIT 1 & 2 CAN LEAD TO

- ◆ Nursing
- ◆ Physical Education Teacher
- ◆ Personal Trainer
- ◆ Physiotherapist
- ◆ Dietician
- ◆ Occupational Therapist
- ◆ Strength and Conditioning Coach
- ◆ Medicine
- ◆ Coach/athlete

**SUBJECT NAME: PHYSICAL EDUCATION UNIT 3 & 4**

**LEARNING AREA: Health & Physical Education**

**AREAS OF STUDY:**

1. How are movement skills improved?
2. How does the body produce energy?
3. What are the foundations of an effective training program?
4. How is training implemented effectively to improve fitness?

[http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD\\_2017.pdf](http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf)

**WHAT STUDENTS SAY ABOUT PHYSICAL EDUCATION UNIT 3 & 4**

“Physical Education is a great way to gain an understanding of the interrelationship between the mechanics and skills underlying performances and physical activity. The most intriguing aspect of the course was learning about the 3 energy systems and their interactions during the performance of a specific task and how they differ with regards to varying intensities and durations in sport. PE is rewarding as it not only bolsters student’s knowledge with relation to functions of the body and influences of the social, environmental and psychological factors on performance but also ties in key aspects of other VCE subjects as seen in the concepts learnt in biomechanics having a direct correlation with some of concepts learnt in physics. Additionally, the course comprises practical classes every week, enabling students to apply new found knowledge in a sporting environment and further catering for different learning styles of students. For students wanting to study areas including sports science, physiotherapy, general fitness and other courses associated with the health domain studying Physical Education in VCE is highly recommended.”



**WHAT TEACHERS SAY ABOUT PHYSICAL EDUCATION UNIT 3 & 4**



“Senior Physical education can be challenging for some student who think it’s about playing a lot of sport. PE is a highly academic subject which introduces students to the biomechanics, skill acquisition principles and energy systems used during human movement. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students will analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within

physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Throughout the year, students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.”

## STUDIES IN PHYSICAL EDUCATION UNIT 3 & 4 CAN LEAD TO

- ◆ Nursing
- ◆ Physical Education Teacher
- ◆ Personal Trainer
- ◆ Physiotherapist
- ◆ Dietician
- ◆ Occupational Therapist
- ◆ Strength and Conditioning Coach
- ◆ Medicine
- ◆ Coach/athlete

**SUBJECT NAME: OUTDOOR & ENVIRONMENTAL STUDIES  
UNIT 1 & 2**

**LEARNING AREA: HEALTH AND PHYSICAL EDUCATION**

**AREAS OF STUDY:**

1. Motivations for outdoor experiences
2. Influences of outdoor experiences
3. Investigating outdoor environments
4. Impact on outdoor environments

[http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES\\_SD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf)

**WHAT STUDENTS SAY ABOUT OUTDOOR & ENVIRONMENTAL  
STUDIES UNIT 1 & 2**



sustainably.”

“Outdoor and environmental studies is awesome. The camps and programs are designed to link the theory learnt in class to a specific environment. Through this subject, I have taken part in activities that I would not normally have the opportunity to do, like surfing and snowboarding. I find the theory learnt in class really relevant as we learn about how human interactions with our natural world has a direct impact on its health. I recommend this subject to anyone who loves to be active, enjoys the outdoors and wants to learn about how we can live more

**WHAT TEACHERS SAY ABOUT OUTDOOR & ENVIRONMENTAL  
STUDIES UNIT 1 & 2**



“Outdoor and Environmental Studies in Unit 1 and 2 is an exciting way for students to understand and relate to nature through experiences in outdoor environments. The focus is on individuals and their personal experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Though practical exploration, students learn about the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

Studies in this subject will develop students' ecological, social and economic understanding of the human impact on outdoor environments. They will develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments. Students will participate in activities such as surfing, skiing, bushwalking, mountain biking and more at locations around Victoria."

## **STUDIES IN OUTDOOR & ENVIRONMENTAL STUDIES UNIT 1 & 2 CAN LEAD TO:**

- ◆ Outdoor Tour/Adventure Guide
- ◆ Outdoor Education Teacher
- ◆ Resource Management
- ◆ Primary Industries
- ◆ Ecotourism
- ◆ Park Ranger

**Please Note: This subject has a levy of \$500 per year and may involve a commitment of 2 Saturdays across the course of the year.**

**SUBJECT NAME: OUTDOOR & ENVIRONMENTAL STUDIES  
UNIT 3 & 4**

**LEARNING AREA: HEALTH AND PHYSICAL EDUCATION**

**AREAS OF STUDY:**

1. Historical relationships with outdoor environments
2. Contemporary relationships with outdoor environments
3. Healthy outdoor environments
4. Sustainable outdoor environments

[http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES\\_SD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf)

## **WHAT STUDENTS SAY ABOUT OUTDOOR & ENVIRONMENTAL STUDIES UNIT 3 & 4**



“Outdoor Education was one of my favourite subjects to study in VCE. I enjoyed learning about the Australian history of different places and in particular, Indigenous culture. The camp experience that Outdoor Education offers is a huge bonus. Going on hikes and adventure activities gave me life skills that expand beyond the classroom. Having this knowledge will help me in the real world outside of school. This combined with the classroom knowledge taught me how to be safe in the outdoors and a more in-depth view of the relationship that exists between humans and nature. Learning about environments surrounding my home also helped me understand and appreciate the area I live in and the areas surrounding. Overall, Outdoor Education is an extremely fun and interesting subject and I would recommend it to everyone even if you have no experience in the outdoors.”

## **WHAT TEACHERS SAY ABOUT OUTDOOR & ENVIRONMENTAL STUDIES UNIT 3 & 4**

“Outdoor and Environmental Studies is a dynamic subject that focuses on the nature of relationships between humans and their environment. Students are involved in several experiences in outdoor environments, including areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.





Outdoor and Environmental Studies is an important subject for future generations as it explores the sustainable use and management of outdoor environments. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.”

## **STUDIES IN OUTDOOR AND ENVIRONMENTAL STUDIES UNIT 3 & 4 CAN LEAD TO:**

- ◆ Outdoor Tour/Adventure Guide
- ◆ Outdoor Education Teacher
- ◆ Resource Management
- ◆ Primary Industries
- ◆ Ecotourism
- ◆ Park Ranger

**Please Note: This subject has a levy of \$500 per year and may involve a commitment of 2 Saturdays across the course of the year.**

**SUBJECT NAME:** VET Certificate III Sport & Recreation SIS30115  
Units 1-4

**LEARNING AREA:** HEALTH AND PHYSICAL EDUCATION

### **DESCRIPTION:**

SIS30115 Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and develop and update knowledge of coaching practices.

### **STUDENT TESTIMONIALS:**

"I enrolled in Sport & Recreation because I love sport. I will be honest in saying that I chose this subject because it offers more practical based learning. On a regular basis, our class works with the primary students to help deliver their sport program. Some of us even have the opportunity to referee interschool matches. Our teacher guides us through the book work and we have lots of time in class to work in groups and discuss key topics. At times, this subject pushes me outside my comfort zone as I need to coach in front of my peers, but everyone in the class is really supportive."

### **Pathways**

- ◆ Coach
- ◆ Personal Trainer
- ◆ Sports Massage
- ◆ Outdoor Education
- ◆ Recreation Officer

**SUBJECT NAME: DANCE UNIT 1 - 4**

**LEARNING AREA: PERFORMING ARTS**

**AREAS OF STUDY:**

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. Awareness and maintenance of the dancer's body
5. Analysis of dance works (learnt group routines, devised solo performances or choreography from prescribed works)

<http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx>

**WHAT TEACHERS SAY ABOUT DRAMA UNIT 1 – 4**

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.



**STUDIES IN VCE DANCE CAN LEAD TO:**

- ◆ Further Tertiary / TAFE Study in - Dance, Drama, Music, Media, PE, English, Literature, Humanities and Social Sciences.
- ◆ Performing Employment – Dancer, Actor, Singer, Devisor, Theatremaker.
- ◆ Artistic Employment – Choreographer, Director, Composer, Designer, Stage Manager, Dramaturg, Playwright.
- ◆ Arts Management Employment: Producer, Funding, Philanthropy, Company Management.
- ◆ Arts Education - Teaching

**SUBJECT NAME: DRAMA UNIT 1 - 4**

**LEARNING AREA: PERFORMING ARTS**

**AREAS OF STUDY:**

1. Introducing performance styles
2. Australian identity
3. Devised ensemble performance
4. Devised solo performance

<http://www.vcaa.vic.edu.au/Pages/vce/studies/drama/dramaindex.aspx>

**WHAT STUDENTS SAY ABOUT DRAMA UNIT 1 - 4**



"Do you enjoy screaming, rolling on the floor or just playing with a box which is actually a space ship? Then Drama is for you! To make your decision easier, here are some things you need to know.

How to be a great VCE Drama Student Step 1: Take everything you have already learnt, Step 2: Be prepared to turn it on its head! In Drama, time becomes like a zig zag, your body becomes your instrument and ordinary objects becomes the impossible. Year 11 Drama is the subject built for unlimited possibilities and allows us to grow not just academically but personally gaining confidence and expression. Lists, cool dudes and more lists is how I would sum up Year 11 Drama. You get to explore imaginative ideas and make them real, no matter how weird because the wackier the better.

Year 12 is the year when you get to put the books down and put everything into use. In Year 12 all the theory you have already learnt in Year 11 so you can breathe! Year 12 Drama is the subject where you aren't glued to your chair and get to have some fun. You get the best of both worlds exploring ideas, creating and performing plays both with your friends and as a solo. The subject comes with its perks of many excursions and viewing of live plays both inside and outside of school hours. If you choose to join VCE Drama you won't just be another student – you will be a member of a supportive, inspiring family. (*Mikayla Di Mauro, Class of 2016*)"

## WHAT TEACHERS SAY ABOUT DRAMA UNIT 1 - 4

"VCE Drama is a rich, exciting subject which is an ideal complement to studies in English, Literature, Dance and Music because it develops both creative performers and critical thinkers.



In Year 11 Drama, you study a variety of performance styles and traditions through thrilling and inspiring classwork (a standard VCE Drama double can involve smoke machines, lighting, sound production and masks!) and use these skills to develop your own performances. This is accompanied by a rich theatregoing program where we get out of the classroom and view world-class performances around Melbourne. We learn by watching, analysing and even re-purposing an idea or two from the professionals. Students will perform in ensembles and as soloists, where their use of expressive skills comes to the fore.

Year 12 Drama is more about *applying* and *refining* those skills. Year 12 Drama students come equipped with a knowledge of the elements that make performances work and create numerous ensemble and solo works. More theatregoing ensures that students understand contemporary theatre. The main task of Year 12 is getting to immerse yourself into a solo performance work, which is an incredibly exciting process to be a part of. There is nothing more rewarding than finishing Year 12 having created and performed your own unique solo work." (Angie Bedford, Head of Performing Arts P-12)

## STUDIES IN DRAMA UNIT 1 - 4 LEAD TO:

- ◆ Further Tertiary / TAFE studies: Arts, Theatre & Drama, Dance, English, Literature, Music, Humanities & Social Sciences
- ◆ Performing Employment: Actor, Singer, Dancer, Devisor, Theatremaker
- ◆ Artistic Employment: Director, Composer, Designer, Stage Manager, Dramaturg, Playwright
- ◆ Arts Management Employment: Producer, Funding, Philanthropy, Company Management
- ◆ Arts Education: Teaching

**SUBJECT NAME: VCE MUSIC PERFORMANCE UNIT 1 - 4**

## LEARNING AREA: MUSIC

### AREAS OF STUDY:

1. Performance
2. Preparing for Performance
3. Music Language
4. Organisation of Sound

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicindex.aspx>

### WHAT STUDENTS SAY ABOUT VCE MUSIC PERFORMANCE UNIT 1 - 4:

“VCE Music Performance is mainly performance based with some theory and aural aspects. It is designed for you to develop instrumental and performance techniques. Students will have the opportunity to perform both as a soloist and as a member of a group. We are expected to perform regularly in class and at Music Concerts throughout the year. Success will be dependent on you improving in instrumental/performance technique.”



### WHAT TEACHERS SAY ABOUT VCE MUSIC PERFORMANCE UNIT 1 - 4:



“VCE Music Performance involves a combination of practical and theoretical elements. It is essential for students to have a private instrumental music instructor on their principal instrument, as most of the practical work in this class is assigned to group work or masterclasses and not personal practice time. Theoretical classes are delivered in a workshop manner, where students lead discussions around elements of music. Students will develop skills as a soloist and as a group performer and will be expected to organise practice sessions regularly in and out of class. Students will have the opportunity to perform regularly throughout the year”

## STUDIES IN VCE MUSIC PERFORMANCE UNIT 1 – 4 CAN LEAD TO:

- ◆ Musician
- ◆ Music / Record Producer
- ◆ Composer / Arranger / Song Writer
- ◆ Recording Engineer
- ◆ Music Teacher
- ◆ Music Director
- ◆ Music Therapist
- ◆ Conductor
- ◆ DJ
- ◆ Music Journalist

**SUBJECT NAME: VET DANCE**

**LEARNING AREA: PERFORMING ARTS**

### **1<sup>st</sup> YEAR UNITS OF COMPETENCY**

1. Follow safe dance practice
2. Develop a basic level of physical condition for dance
3. Work effectively with others
4. Perform basic contemporary dance technique
5. Perform basic jazz dance technique
6. Perform basic street dance technique
7. Develop basic dance technique

### **2<sup>nd</sup> YEAR UNITS OF COMPETENCY**

1. Develop audition techniques
2. Prepare for performances
3. Develop and apply creative arts industry knowledge
4. Incorporate artistic expression into basic dance performances
5. Increase depth of contemporary dance technique
6. Increase depth of jazz dance technique

<http://www.vcaa.vic.edu.au/Pages/vet/programs/Dance/VCEVETDance.aspx>

### **WHAT STUDENTS SAY ABOUT VET DANCE:**



In VET Dance we learn about the elements of dance and explore the behind the scenes of production companies and dance studios. This subject assists you with the ins and outs of the dance industry and also helps with the pathways that dance could take you. If you want to work in Performing Arts then this subject will increase your knowledge of what to expect. If you enjoy learning in a practical setting, then dance is for you because it allows you to express yourself with movement while working together as a team.



## WHAT TEACHERS SAY ABOUT VET DANCE:



VET Dance is a practical and creative subject which is ideal for any students wanting to broaden their understanding of the Performing Arts industry and develop their passion for dance.

The units of competency in 1<sup>st</sup> Year explore basic dance technique, occupational health and safety in the Performing Arts industry, working with others, anatomy and how to keep our bodies safe. Students are guided through practical technique classes where they will increase their dance technique in styles such as contemporary, jazz and street dance. They are also taught to develop their choreography skills and learn ensemble and solo routines. Students are led to begin considering their dance pathway and participate in industry days where they can network with choreographers and professional artists.

2<sup>nd</sup> Year VET Dance offers students with practical insight into the Performing Arts industry and how to prepare themselves for what to expect of auditions and professional performances. The subject assists students with further developing their dance technique and understanding of the industry standards. Students become familiar with pathways and opportunities available to them and they are directed to develop a portfolio to assist them with entering into a creative workplace.

VET Dance is the perfect subject for passionate dancers that would like to increase their skills and gain direction about how to enter into the industry and earn a living doing something they love.

## STUDIES IN VET DANCE CAN LEAD TO:

- ◆ Further Tertiary / TAFE Study in - Dance, Drama, Music, Media, PE, English, Literature, Humanities and Social Sciences.
- ◆ Performing Employment – Dancer, Actor, Singer, Devisor, Theatremaker.
- ◆ Artistic Employment – Choreographer, Director, Composer, Designer, Stage Manager, Dramaturg, Playwright.
- ◆ Arts Management Employment: Producer, Funding, Philanthropy, Company Management.
- ◆ Arts Education - Teaching

**SUBJECT NAME: STUDIO ARTS – UNIT 1 & 2**

**LEARNING AREA: VISUAL ARTS**

**AREAS OF STUDY:**

1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques
4. Exploration of studio practice and development of artworks
5. Ideas and styles in artworks

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

**WHAT STUDENTS SAY ABOUT STUDIO ARTS UNIT 1 & 2**



“VCE Studio Arts allows you to express yourself through a number of different creative outlets. You have the freedom to choose what you would like to create and how you would like to create it. It gives you the freedom to explore a topic and create an artwork that interests you. When you study Studio Arts, you get the opportunity to explore a number of different art forms such as painting, drawing, photography, 3D sculptures (using a variety of different materials), and a number of different printing press techniques, such as lino and Japanese wood carvings.

VCE Units 1 & 2 explore the studio process and you learn to create artworks following that process. You get to choose any theme you like in Unit 2; from that theme you explore different ideas, refine your best ideas and turn your favourite idea into a finished artwork. You decide what the works will look like and how they will be created using whatever resources you like. An example of the studio process is:

- |                |  |
|----------------|--|
| 1. Theme       | - Influences of our time   |
| 2. Ideas       | - Portraits of celebrities, collage of trends, video or real-life Facebook |
| 3. Art form    | - Photography, drawing, painting, etc.                                     |
| 4. Final piece | - A coloured pencil drawing of J Cole                                      |

Overall, VCE Studio Arts allows students to be as creative as they can, exploring new and established techniques to develop finished artworks that interest them. The subject teaches you skills that are invaluable in today’s society, such as problem solving and creative thinking techniques. You should choose Studio Arts because it gives you a chance to be creative, explore new ideas and express yourself through art. “

## WHAT TEACHERS SAY ABOUT STUDIO ARTS UNIT 1 & 2



In Year 11 Studio Arts, students start to learn about the studio process and how you can take an idea within a theme/focus and develop it into a finished artwork. Students explore the work of different artists, how they have used visual language in their works, and they look closely at the materials and techniques used. They then get the opportunity to create artworks using those styles or developing their own style. In Year 11, students develop an understanding of all the necessary knowledge and processes required in Year 12 Studio Arts.

## STUDIES IN STUDIO ARTS UNIT 1 & 2 CAN LEAD TO

- ◆ Professional Artist
- ◆ Arts Manager
- ◆ Technician
- ◆ Gallery Director
- ◆ Museum Co-ordinator
- ◆ Photographer
- ◆ Filmmaker
- ◆ Curator

Click on the link below to view a gallery of works from studio arts:

[https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy\\_guzman\\_marymede\\_vic\\_edu\\_au/EhZu1KFL2TdLqxX6KYCMAQMB21TXm6KWvVhdQUg5kgo8hA?e=Cv93zf](https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy_guzman_marymede_vic_edu_au/EhZu1KFL2TdLqxX6KYCMAQMB21TXm6KWvVhdQUg5kgo8hA?e=Cv93zf)

**SUBJECT NAME: STUDIO ARTS UNIT 3 & 4**

**LEARNING AREA: VISUAL ARTS**

**AREAS OF STUDY:**

1. Exploration proposal
2. Studio process
3. Artists and studio practices
4. Production and presentation of artworks
5. Evaluation
6. Art industry contexts

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

**WHAT STUDENTS SAY ABOUT STUDIO ARTS UNIT 3 & 4**

“VCE Units 3 & 4 explore the studio process in greater depth, allowing you to explore an idea that interests you most. You have the opportunity to really explore that idea in depth and develop at least two final pieces within that idea. Unit 3 is focused on exploring your ideas and Unit 4 is creating the finals; this means there is ample time to complete high quality work.”



**WHAT TEACHERS SAY ABOUT STUDIO ARTS UNIT 3 & 4**



“Units 3 & 4 Studio Arts students get the opportunity to explore a topic of their choosing and create art relating to that topic. Students consolidate their learning from Units 1 & 2, following the studio process to create their art pieces. Students are given more freedom and time in Year 12 to create their folio, focusing on exploring ideas in Unit 3 and creating their finals in Unit 4. Units 3 & 4 allow students to explore their most creative thoughts and ideas and create an artwork that reflects those ideas. There are very few restrictions and limitations throughout the subject. ”

**STUDIES IN STUDIO ARTS UNIT 3 & 4 CAN LEAD TO**

- ◆ Professional Artist
- ◆ Museum Co-ordinator
- ◆ Arts Manager
- ◆ Photographer
- ◆ Technician
- ◆ Filmmaker

Click on the link below to view a gallery of works from studio arts:

[https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy\\_guzman\\_marymede\\_vic\\_edu\\_au/EhZu1KFL2TdLqxX6KYCMAQMB21TXm6KWvVhdQUg5kgo8hA?e=Cv93zf](https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy_guzman_marymede_vic_edu_au/EhZu1KFL2TdLqxX6KYCMAQMB21TXm6KWvVhdQUg5kgo8hA?e=Cv93zf)

**SUBJECT NAME: VISUAL COMMUNICATION DESIGN  
UNIT 1 - 4**

**LEARNING AREA: VISUAL ARTS**

**AREAS OF STUDY:**

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communications in context
4. Technical drawing in context
5. Type and imagery in context
6. Applying the design process
7. Analysis and practice in context
8. Design industry practice
9. Developing a brief and generating ideas
10. Development, refinement and evaluation
11. Final presentations

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcommindex.aspx>

**WHAT STUDENTS SAY ABOUT VISUAL COMMUNICATION DESIGN  
UNIT 1 - 4**



“Visual Communication Design (VCD) gives you an opportunity to explore your creative side through real world applications. VCD is considered a more technical creative subject with guidelines to follow called the design process. You will have the opportunity to explore different design fields that can help develop skills that are used by Graphic Designers, Architects, Industrial Designers, and many more real-world design fields.

You will develop a wide range of skills, such as; technical drawing of three dimensional objects; the use of programs such as Adobe Photoshop, Illustrator and InDesign; rendering techniques with coloured pencils and copic markers; and writing a design brief. While developing these skills, you will have the opportunity to design from all three of the design fields: environmental, communication, and industrial.”

**WHAT TEACHERS SAY ABOUT VISUAL COMMUNICATION DESIGN**

## UNIT 1 - 4

“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 on what they think they need or want. VCD students have the opportunity to develop an informed and critical approach to understanding and using visual communications, and the subject nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.



VCD gives students the opportunity to design objects, posters, environments and buildings following the design process. This design process is the same process that industry professionals follow and allows students to learn and create using industry standards.”

## STUDIES IN VISUAL COMMUNICATION DESIGN UNIT 1 - 4 CAN LEAD TO

### Communication Design

- ◆ Graphic Design
- ◆ Logo Design & Branding
- ◆ Web Design
- ◆ Advertising

### Environmental Design

- ◆ Architectural Design
- ◆ Interior Design
- ◆ Landscape Design
- ◆ Set Design

### Industrial Design

- ◆ Engineering Design
- ◆ Product Design
- ◆ Furniture Design
- ◆ Fashion Design

Click on the link below to view a gallery of works from visual communication & design:

<https://marymedevicedu->

[my.sharepoint.com/:f:/g/personal/jeremy\\_guzman\\_marymede\\_vic\\_edu\\_au/ErA2Acbr1jpMqTcE\\_NZeYM0BfApFqV\\_HYSqOmTcpHUBu-A?e=EJO02g](https://marymedevicedu-my.sharepoint.com/:f:/g/personal/jeremy_guzman_marymede_vic_edu_au/ErA2Acbr1jpMqTcE_NZeYM0BfApFqV_HYSqOmTcpHUBu-A?e=EJO02g)

**SUBJECT NAME: MEDIA UNIT 1 & 2**

**LEARNING AREA: VISUAL ARTS**

**AREAS OF STUDY:**

1. Media representations
2. Media forms in production
3. Australian stories
4. Narrative, style and genre
5. Narratives in production
6. Media and change

<http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

**WHAT STUDENTS SAY ABOUT MEDIA UNIT 1 & 2**



“VCE Media Unit 1 allows students to be creative in their chosen media form from a short quote given as stimulus. Students also get a new perspective on how the media tries to manipulate audiences’ attitudes through the idea of representation.

In Unit 2, students have the opportunity to work in a team to produce a news program known as ‘Marymede Now’. This is a unique experience where a majority of decisions are up to the students, and results in a satisfactory feeling watching the news program broadcasted to a large audience. Students then learn about the filmmaking industry by watching numerous case studies and seeing behind the scenes footage of different films.

Overall, VCE Media Units 1 and 2 enables students to be creative in a new way and have the freedom to produce what they want. Students should choose Media because it is complementary to other subjects, such as English, Literature and Drama, and the subject is also studied within a positive environment to enable individual creativity.”

## WHAT TEACHERS SAY ABOUT MEDIA UNIT 1 & 2



“In Year 11 Media, students analyse how representations, narrative, and media codes and conventions are used to construct meaning in different contexts within journalism and filmmaking. They gain an understanding of audiences as producers and consumers of media products, and learn about genre, style, and Australian narratives. Students work in a range of media forms to design and create representations, such as short films, photographic narratives, documentaries and news stories. They also study the developments in media technologies and their impact on individuals and society.”

## STUDIES IN MEDIA UNIT 1 & 2 CAN LEAD TO

- ◆ Screen & media
- ◆ Games & interactive media
- ◆ Graphic & communication design
- ◆ Marketing & advertising
- ◆ Communication & writing
- ◆ Photography & animation

Click on the link below to view a gallery of works from media:

[https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy\\_guzman\\_marymede\\_vic\\_edu\\_au/Eg0AI1-kDTxCtSgP0FyIgLsBBgVtdwd6qd3gKGt-5q7W8A?e=gnNuNb](https://marymedevicedu-my.sharepoint.com/:f/g/personal/jeremy_guzman_marymede_vic_edu_au/Eg0AI1-kDTxCtSgP0FyIgLsBBgVtdwd6qd3gKGt-5q7W8A?e=gnNuNb)



**SUBJECT NAME: MEDIA UNIT 3 & 4**

**LEARNING AREA: VISUAL ARTS**

**AREAS OF STUDY:**

1. Narrative and ideology
2. Media production development
3. Media production design
4. Media production
5. Agency and control in and of the media

<http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

**WHAT STUDENTS SAY ABOUT MEDIA UNIT 3 & 4**



“In Media, we study a range of different aspects. We begin Unit 3 with Narrative, where we look at two films and how they are constructed. This area is particularly interesting for those who love watching and making films. We then move onto production exercises that begin to prepare us for our folio. Planning and making a film, music video, documentary, animation, series of photographs or a print product is a highly creative and fun task that you can enjoy no matter where your abilities lie.

Unit 4 entails Media Texts and Society’s Values, where we look at television shows and films that convey values held in a particular society at the time of production. Then we look at Media Influence, studying different theories and how they can apply to the media’s power over audiences. For those who enjoy Media and Psychology, this area of study is a win-win.

Overall, Media is just a whole year of fun. You get to learn about aspects of the media you’ve never thought about, and it could spark a passion within you that you never knew you had. Therefore, if you’re thinking about choosing Media, then you are making a good call.”

## WHAT TEACHERS SAY ABOUT MEDIA UNIT 3 & 4

“In Year 12 Media, students explore stories that circulate in society through media narratives. Building on Year 11, they consider the use of media codes and conventions to structure meaning, and how this construction is influenced by ideological contexts. Students use the pre-production stage of the media production process to design a media product based on an original concept. They investigate a media form that aligns with their interests and experiment with equipment and software to develop their skills. Students then complete a folio to support the production and post-production of their final media product. They also analyse the relationship between the media and audiences, and the role of the Australian government in regulating the media.”



## STUDIES IN MEDIA UNIT 3 & 4 CAN LEAD TO

- ◆ Screen & media
- ◆ Games & interactive media
- ◆ Graphic & communication design
- ◆ Marketing & advertising
- ◆ Communication & writing
- ◆ Photography & animation

Click on the link below to view a gallery of works from media:

[https://marymedevicedu-my.sharepoint.com/:f/g/person/jeremy\\_guzman\\_marymede\\_vic\\_edu\\_au/Eg0AI1-kDTxCtSgP0FylgLsBBgVtdwd6qd3gKGt-5q7W8A?e=gnNuNb](https://marymedevicedu-my.sharepoint.com/:f/g/person/jeremy_guzman_marymede_vic_edu_au/Eg0AI1-kDTxCtSgP0FylgLsBBgVtdwd6qd3gKGt-5q7W8A?e=gnNuNb)

**SUBJECT NAME:** VCE VET Creative and Digital Media  
(Incorporating CUA31015 Cert. III in Screen and Media)

**LEARNING AREA:** Visual Arts

**UNITS OF COMPETENCY:**

### Units 1 & 2 (First Year)

1. Develop and extend critical and creative thinking skills
2. Contribute to health and safety of self and others
3. Work effectively in the creative arts industry
4. Plus, three elective units to be confirmed

### Units 3 & 4 (Second Year)

1. Explore and apply the creative design process to 2D forms
2. Create 2D digital animations
3. Author interactive sequences
4. Create visual design components
5. Write content for a range of media

<http://www.vcaa.vic.edu.au/Documents/vet/creativemedialmedia/ExtractCDM2018.pdf>

Please note that this subject is a two-year program and Units 3 & 4 will be implemented in 2020.

### WHAT STUDENTS SAY ABOUT VET MEDIA



VET Media is an amazing subject that allows students explore their creativity and dive in depth and learn the technical elements of media. Over the course of two years, we developed skills in areas relating to photography, video editing, website design, and animation. This subject is challenging and definitely tests students' time management skills but is well worth the commitment – trust us. The skills we developed will be used in our everyday life for years to come.

## WHAT TEACHERS SAY ABOUT VET MEDIA



This course is designed for students who are commencing their VCE VET Creative and Digital Media studies. If successfully completed over two years, students will be eligible to receive a Certificate III in Screen and Media at the conclusion of their studies. Units 1 and 2 include participating in work health and safety processes, developing and applying creative arts industry knowledge, and following project briefs to create digital videos and film productions. Units

3 and 4 offers scored assessment for VCE and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Students cannot enter Unit 2 without first having completed Unit 1, as health and safety knowledge and the development of foundation skills are core elements of the course in that unit. The Units 3 and 4 sequence of VCE VET Creative and Digital Media is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

### STUDIES IN VET MEDIA CAN LEAD TO:

- ◆ Employment in the creative arts industries
- ◆ Further study at TAFE or University
- ◆ Community program maker / presenter
- ◆ Media technician
- ◆ Camera & lighting assistant

**SUBJECT NAME: PRODUCT DESIGN & TECHNOLOGY UNIT  
1 & 2: WOOD OR TEXTILES**

**LEARNING AREA: TECHNOLOGY**

**AREAS OF STUDY:**

1. Sustainable product redevelopment
2. Collaborative design

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

## **WHAT STUDENTS SAY ABOUT UNITS 1 & 2 PRODUCT DESIGN & TECHNOLOGY**



“Learning about sustainability by actually making a product (in textiles or wood) using sustainable materials was great because it all made sense. It’s not just about theory it’s about using the knowledge which means I can do that in real life. I am worried about the environment and want to understand which materials are sustainable and those that are bad. I also ended up with a functional product at the end of the semester and totally enjoyed making it too, what a bonus.

Unit 2 Collaborative design worked well because I was in a team with others and shared ideas while using a lot of different tools and learnt new skills. It’s a subject that enabled me to relax more, move around and discuss technical and design problems with others not just the teacher. I felt ready to do Year 12 as I really improved my ideas and technical skills.”

## **WHAT TEACHERS SAY ABOUT UNIT 1 & 2 PRODUCT DESIGN & TECHNOLOGY**

“A semester of improving practical skills and the ability to design products, products that the students want to make not products they are told to make. Learning about sustainability though actually using sustainable materials is the way to go. Practical work rather than just learning through reading. Improving drawing and research skills is also a focus as a folio is produced.



Working collaborative has many benefits because students learn from each other, support one another and make products to be proud of.”

**STUDIES IN PRODUCT DESIGN AND TECHNOLOGY CAN LEAD TO:**

- ◆ Engineering
- ◆ Architecture
- ◆ Costume Design
- ◆ Building
- ◆ Business Management

- ◆ Product Design
- ◆ Fashion Design
- ◆ Fashion Stylist
- ◆ Teaching
- ◆ Marketing

**SUBJECT NAME: PRODUCT DESIGN & TECHNOLOGY UNIT  
3 & 4: WOOD OR TEXTILES**

**LEARNING AREA: TECHNOLOGY**

**AREAS OF STUDY:**

1. Applying the product design process
2. Product development and evaluation

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

## **WHAT STUDENTS SAY ABOUT UNITS 3 & 4 PRODUCT DESIGN & TECHNOLOGY**



“This is a subject that benefits you throughout your life because what you learn is so useful and fun. It is a creative subject that allowed me to use my own ideas and make a product that at the start of the year I didn’t think I would ever be able to make. I didn’t think I had the skills or knowledge to make it but I was wrong because I learnt so much and was really proud of my achievements, especially when my friends and family saw it and told me how well I had done.

The folio work is easy as long as you are able to be disciplined and do some of it every week. Basically, if your teacher tells you to do the folio work, don’t keep putting it off, otherwise you will end up stressed.

The drawing section can be challenging but the more you draw the better your drawings end up. I loved the time when I was thinking creatively and drawing and I became relaxed and happy when I was actually making the product because it took me away from all my worries about essays, and deadlines. I just thought about how to join this piece of material to that or what machine I would need to use next and whether I needed to practice using the machine to improve my skills.

The SACs and exam were also straight forward as long as you did the preparation work. We have the good teachers in this subject that know how to prepare you for the exam so my advice is to listen to them and know they have your best interests at heart.”

## **WHAT TEACHERS SAY ABOUT UNIT 3 & 4 PRODUCT DESIGN & TECHNOLOGY**



“In this subject, you will complete a relevant, well researched folio that assists you to make a high quality, functional product (either in textiles or wood). You will expand your knowledge of a range of presentation skills including computer aided design, 3D printing or fashion illustration. Though the course you will design and make an original product that looks attractive and is functional – a product that you will be proud of for years to come.

You will have the chance to expand your technical skills because you make more complex products that requires the use of a broader range of equipment. You will transfer these skills into so many other situations throughout your life. The course also allows you to learn relevant information about sustainability systems, manufacturing systems and the world of marketing products as well as the importance of research and development. Once finished, you can take the folio to interviews for courses in Fashion Design, Product Design or to jobs that require the applicant to show a creative edge.”

## STUDIES IN PRODUCT DESIGN AND TECHNOLOGY CAN LEAD TO:

- ◆ Engineering
- ◆ Architecture
- ◆ Costume Design
- ◆ Building
- ◆ Business Management
- ◆ Product Design
- ◆ Fashion Design
- ◆ Fashion Stylist
- ◆ Teaching
- ◆ Marketing



**SUBJECT NAME: FOOD STUDIES UNIT 1 & 2**

**LEARNING AREA: DESIGN AND TECHNOLOGIES**

**AREAS OF STUDY:**

1. Unit 1 - Food around the world
2. Unit 2 - Food in Australia
3. Unit 3 - Food industries
4. Unit 4 - Food in the home

[http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD\\_2017.pdf](http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf)

**WHAT STUDENTS SAY ABOUT FOOD STUDIES UNIT 1 & 2**



“Feed the world! In Food Studies, we explore how people have historically sourced food, examining the general progression from hunter-gatherer to rural-based agriculture to today’s urban living and global trade in food. We develop practical skills and knowledge to produce foods and consider a range of evaluation measures such as creating a dietary evaluation. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating our practical skills, we get opportunities to design new food products and adapt recipes to suit particular needs. We also consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.”

**WHAT TEACHERS SAY ABOUT FOOD STUDIES UNIT 1 & 2**

“Australia has a varied and abundant food supply, globally, many people do not have access to a secure and varied food supply and many Australians consume food and beverages that may harm their health. Food Studies examines the background to these issues and explores reasons for our food choices. VCE Food studies explores food with an emphasis on extending students’ knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students will become more confident about food selection and food preparation within today’s complex range of influences and choices.”



## STUDIES IN FOOD STUDIES UNIT 1 & 2 CAN LEAD TO:

There is a high and growing demand for graduates of food science and technology in a range of professional areas including:

- ◆ Health Agencies
- ◆ Food Chemists
- ◆ Marketing & Sales
- ◆ Agricultural Research
- ◆ Food Suppliers
- ◆ Quality control technologists process engineers
- ◆ Analytical laboratories
- ◆ Food Microbiologists
- ◆ Supermarket Chains
- ◆ Pre-prepared Airline Food

**SUBJECT NAME: FOOD STUDIES UNIT 3 & 4**

**LEARNING AREA: DESIGN AND TECHNOLOGIES**

**AREAS OF STUDY:**

1. Unit 1 - The Science of Food
2. Unit 2 - Food Choice, Health and Wellbeing
3. Unit 3 - Environment and Ethics
4. Unit 4 - Navigating Food Information

[http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD\\_2017.pdf](http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf)

## WHAT STUDENTS SAY ABOUT FOOD STUDIES UNIT 3 & 4



foods we eat.

“If you like food and you enjoy science, then you should choose Food Studies. Food Studies is diverse and challenging subject, we research our physical need for food and how it nourishes and sometimes harms our bodies. We also investigate the functional properties of food and the changes that occur during food preparation and cooking. We also investigate the areas of nutrition and digestion, focusing on patterns of eating in Australia and the influence on the

Food Studies look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in our lives. They inquire into the role of media, technology and advertising as all influencing our food choices and beliefs. The focus is on food issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and the use and management of water and land.”

## WHAT TEACHERS SAY ABOUT FOOD STUDIES UNIT 3 & 4

“This study investigates the many roles and everyday influences of food. The practical component of these units provides students with opportunities to apply their understanding of the topics covered to produce food that facilitates the establishment of nutritious and sustainable meal patterns, environmental and ethical food issues. It also enables students to use food science terminology and extend their food production repertoire to reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.”



## STUDIES IN FOOD STUDIES UNIT 3 & 4 CAN LEAD TO:

There is a high and growing demand for graduates of food science and technology in a range of professional areas including:

- ◆ Health Agencies
- ◆ Food Chemists
- ◆ Marketing & Sales
- ◆ Agricultural Research
- ◆ Food Suppliers
- ◆ Quality control technologists process engineers
- ◆ Analytical laboratories
- ◆ Food Microbiologists
- ◆ Supermarket Chains
- ◆ Pre-prepared Airline Food

**SUBJECT NAME: COMPUTING UNIT 1 & 2**

**LEARNING AREA: TECHNOLOGY**

**AREAS OF STUDY:**

1. Data & Graphic Solutions
2. Networks
3. Collaboration & Communication
4. Programming
5. Data Analysis & Visualisation
6. Data Management

<http://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

**WHAT STUDENTS SAY ABOUT COMPUTING UNIT 1 & 2**

"This creative subject sets you up for game design, coding, web design, business analytics, IT consulting and provides new opportunities that still don't exist but could in coming years.



As we are surrounded by technology, Computing provides an opportunity to advance your skills and knowledge in areas that you might otherwise not come across. In Computing students learn more about research and the quality of data and information.

Students learn about computer networking, website design and development and data management. One popular topic is computer programming where students have the opportunity to learn about programming and scripting languages as well as app and game creation."

**WHAT THE TEACHER SAYS ABOUT COMPUTING UNIT 1 & 2**



"In Computing, students will acquire the skills necessary to create, design and adapt technology to meet future requirements and fill the "skills gap" that exists between the growing number of technology jobs available and those qualified to fill them. Digital proficiency is becoming a vital "foundational skill" in which students are learning "the literacy of the 21st century" that will drive Australia's future economy."

## STUDIES IN COMPUTING UNIT 1 & 2 CAN LEAD TO

- ◆ Web Designer / Developer
- ◆ IT Administrator
- ◆ Programmer
- ◆ Network Administrator
- ◆ Games Developer
- ◆ IT Support Technician
- ◆ Systems Administrator
- ◆ Database Administrator
- ◆ IT Educator

**SUBJECT NAME: INFORMATICS – UNIT 3 & 4**

**LEARNING AREA: TECHNOLOGY**

**AREAS OF STUDY:**

1. Organisations & Data Management
2. Data Analytics
3. Information Management

<http://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

**WHAT STUDENTS SAY ABOUT INFORMATICS UNIT 3 & 4**

“VCE Informatics creates a logical way of thinking. It involves fun, practical tasks that cover many areas of IT. It creates a fundamental understanding of systems in many areas and allows for hands on experience to further your knowledge in IT.”



**WHAT THE TEACHER SAYS ABOUT INFORMATICS UNIT 3 & 4**



“Informatics addresses the most effective ways to teach computing and supports our student’s development as computational thinkers who can take a complex problem, understand what the problem is then develop solutions.”

**STUDIES IN INFORMATICS UNIT 3 & 4 CAN LEAD TO:**

- ◆ Web Designer / Developer
- ◆ IT Administrator
- ◆ Programmer
- ◆ Network Administrator
- ◆ Games Developer
- ◆ IT Support Technician
- ◆ Systems Administrator
- ◆ Database Administrator
- ◆ IT Educator

**SUBJECT NAME: SOFTWARE DEVELOPMENT UNIT 3 & 4**

**LEARNING AREA: TECHNOLOGY**

**AREAS OF STUDY:**

1. Programming
2. Analysis and Design
3. Development and Evaluation
4. Cybersecurity

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

## WHAT THE TEACHER SAYS ABOUT SOFTWARE DEVELOPMENT UNIT 3 & 4



“In this unit, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. They focus on how the information needs of individuals and organisations are met through the creation of software solutions. Students consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.”

## STUDIES IN SOFTWARE DEVELOPMENT UNIT 3 & 4 CAN LEAD TO:

- ◆ Web Development
- ◆ Desktop Development
- ◆ Data Science
- ◆ Automation
- ◆ Mobile Development
- ◆ Video Game Development
- ◆ Cloud Development



## VET @ MARYMEDE

Students completing a VCAL Certificate must have a VET study or SBA in their program; however, students completing a VCE Certificate may also consider including a VET Study in their program.

VET Studies may contribute to a VCE Students' ATAR and also allow them to gain an additional qualification – such as a Certificate II or Certificate III. For students completing a school-based or external VET study, a significant portion of the cost of the qualification is subsidised by the College; however, VET courses attract additional costs to families, generally between \$200 - \$500 per year.

All VET Studies are considered VCE subjects; while some subjects are examined at the end of 2<sup>nd</sup> Year and will enable students to earn a Study Score, some VET studies are not examined and may contribute a block credit to their students' final ATAR. For more information on VET studies and their contribution to a students' VCE or VET Certificate, students are encouraged to contact VET/SBA Co-ordinator, Mr Gary Hickey.

## VET SUBJECTS IN 2020

**Information in relation to the following VET subjects can be found in this handbook under their relevant domain:**

- ◆ Visual Arts Domain - Certificate 3 – Digital Media CUA31015 Units 1 – 2
- ◆ Health & Physical Education - Certificate 3 – Sport & Recreation SIS30513 Units 1 – 4
- ◆ Performing Arts Domain - Certificate 2 – Dance CUA20113 Units 1 – 2

**SUBJECT NAME:**           **Certificate 2 Building & Construction (Carpentry)  
22216VIC Units 1- 4**

**Description:** The program is designed for people entering the Building and Construction Industry who wish to become carpenters. This program will give students the opportunity to gain experience in a range of building related modules. The course is a partial completion of the certificate.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE-VET program:**

**VCE:** On completion students will be eligible for up to seven units of credit towards their VCE. Five units at 1 & 2 and two units at 3 & 4.

**ATAR:** Contribution is 10% increment.

**NB:** Included in this Certificate is auspicings and licensing fees, all materials and workbooks. First Aid certificate and CIC training.

**Pathways:** Building, Architecture, Interior Design, Drafting, Building Engineering

**SUBJECT NAME: Certificate 2 in Engineering Studies 22209VIC**  
**Units 1-4**

**Description:** This program provides entry level training in the Engineering/Manufacturing industries. This includes such occupations as conceive, design, manufacture, assembly, install, repair, package and sales.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE VET program:**

**VCE:** On completion students will be eligible for up to four units of credit toward their VCE. Two units at 1 & 2 and two units at 3 & 4.

**ATAR:** Scored assessment is available for this program.

**NB:** Included in this Certificate is auspicings and licensing fees, as well as workbooks.

**Pathways:** Engineering, Electrician, Fitter and Turner, Boiler Maker, Toolmaker Mechanic

## **SUBJECT NAME: Certificate 2 in Equine Studies 22246VIC Units 1 - 2**

**Description:** This program is designed to give horse enthusiasts an introduction to the equine industry. Students will gain essential communication skills, learn to work effectively in the industry and receive an introduction to Occupational Health and Safety procedures. Students will develop horse riding skills, learn to monitor and care for horses, and determine nutritional requirements for a range of horses.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE VET program:**

**VCE:** On completion students will be eligible for units of credit towards their VCE. Two units at 1 & 2 and two units at 3 & 4.

**ATAR:** Scored Assessment

**NB:** Included in this Certificate is auspicings and licensing fees, as well as workbooks.

**Pathways:** Equine Professional, Animal Technician, Vet Nurse.

## **SUBJECT NAME: Certificate 2 in Salon Assistant SHB20216 Units 1 - 2**

**Description:** This program is designed to introduce students and provide participants with basic knowledge and development to enhance employment prospects in the Hairdressing industry as an Apprentice.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE VET program:**

- VCE:** On completion students will be eligible for units of credit towards their VCE as determined by AQF. They will be at a level 1 & 2.
- ATAR:** Unit credit at 1-2 level
- NB:** Included in this Certificate is auspicng and licensing fees, as well as workbooks.
- Pathways:** Hairdresser, Retail Sales, Salon Manager.

**SUBJECT NAME: Certificate 3 in Health Services Assistance HLT33115  
Units 1 - 4**

**Description:** This program is designed to educate and engage students in the health services industry and act as a platform for employment or further study upon completion.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE VET program:**

- VCE:** On completion students will be eligible for up to five units of credit toward their VCE. Three units at 1 & 2 and two units at 3 & 4.
- ATAR:** Scored assessment is available for this program.
- NB:** Included in this Certificate is auspicng and licensing fees, as well as workbooks.
- Pathways:** Allied Health Assistant, Physiotherapy Assistant, Health Technician

**SUBJECT NAME: Certificate 3 Laboratory Skills MSL30109 Units 1-2**

**Description:** Laboratory skills is a very 'hands on' subject that endeavours to equip students with a broad range of skills that are used within the scientific community. This course is made up from a number of modules. Each module is designed to teach and train students in a number of skills and competencies. To be successful in

the course you must demonstrate that you are competent in the skills being taught.

**Contribution to:**

**VCAL:** This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

**For students undertaking the VCE VET program:**

**VCE:** On completion students will be eligible for up to six units of credit towards their VCE. Four units at 1 & 2 and two units at 3 & 4.

**ATAR:** Scored assessment is available for this program.

**NB:** Included in this Certificate is auspicings and licensing fees, as well as workbooks.

**Pathways:** Lab Assistant, Lab Attendant, Science Support Staff, Lab Technician