

2027 HANDBOOK YEAR 10 11 12



INTRODUCTION

Welcome to the Senior School at Thornbury High School – where students are encouraged to explore their interests, challenge themselves, and take meaningful steps toward their future. The final years of secondary school are a time of growth, independence, and increasing responsibility and we are proud to support you on this journey.

At Thornbury High School, our senior students benefit from a broad and flexible curriculum designed to meet a diverse range of interests, abilities, and aspirations. Whether you are pursuing the Academic VCE Pathway, the Applied VCE Vocational Major (VM) Pathway, or selecting from our wide range of VET subjects and VCE acceleration opportunities, there is a clear and supported path for every student. You will have access to expert teachers, career counselling, and wellbeing supports to guide you through important decisions and ensure you are well-prepared for life beyond school.

Throughout Years 10, 11 and 12, students are encouraged to think critically, act ethically and work with purpose. Our focus on real-world learning, rigorous academic standards, and the development of positive habits prepares students not just for exams—but for meaningful futures in university, TAFE, apprenticeships or employment.

We invite you to embrace every opportunity, stay curious and take ownership of your journey. We look forward to walking alongside you and celebrating your success.

TEACHING & LEARNING AT THORNBURY HIGH SCHOOL

In 2024 the school developed a new Learning Model aimed at building a shared understanding of great teaching and learning practices across the school. Its aim was to allow all students to feel confident, challenged and supported, no matter which classroom they walk into. The implementation of our Learning Model will give all teachers a common structure so students can experience:

- Clarity – you always know the purpose of the lesson and what success looks like.
- Consistency – familiar routines and language make it easier to settle quickly and focus on learning.
- Engagement – varied activities keep lessons lively, interactive and relevant to real life.
- Ownership – regular opportunities to wonder, collaborate and apply knowledge help you think deeply and learn independently.
- Progress you can see – clear modelling, guided practice and frequent review mean misconceptions are spotted early and feedback is immediate, boosting confidence and results.

CONDITIONS FOR EXCEPTIONAL LEARNING

All students can experience learning success by maintaining high expectations, modelling expected behaviours and responding to students' needs. This approach to building and sustaining high expectations fosters belonging, positive relationships and effective teaching and learning.

Relationships:

- Teachers know their students
- Build positive relationships
- Motivate through high expectations

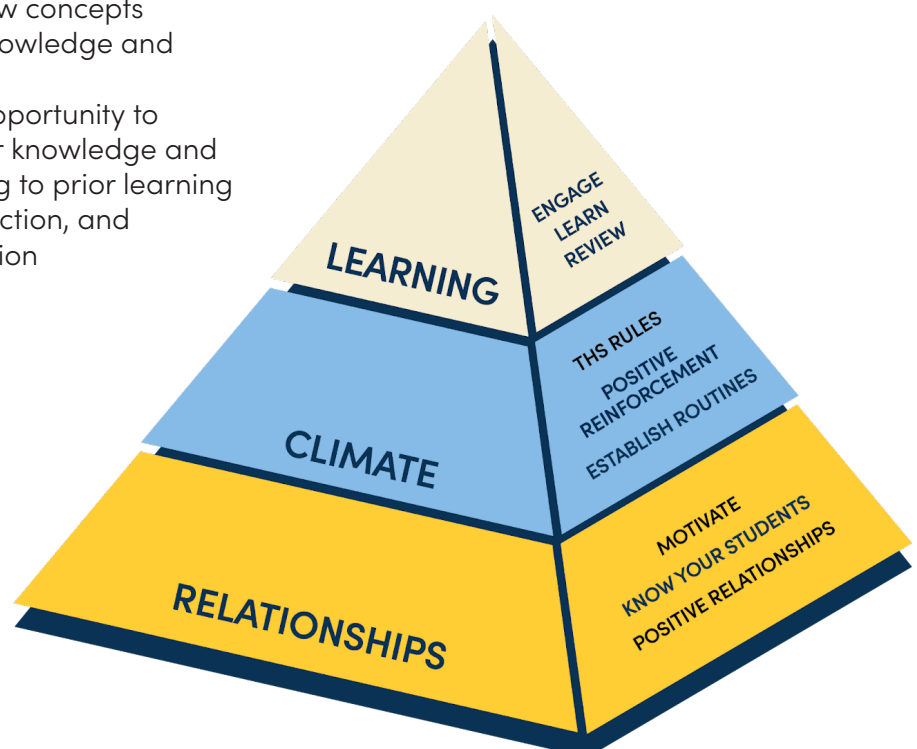
Climate:

- Uphold THS Rules & Norms
- Establish and rehearse effective routines
- Positive reinforcement and respond to non compliance

Learning:

- Engage in the learning purpose, and connect prior knowledge to new concepts
- Explicitly communicate new knowledge and demonstrate skills to students
- Provide all students with the opportunity to practice and demonstrate their knowledge and skills, and connect new learning to prior learning
- Encourage deep thinking, reflection, and sense-making of new information

LEARNING PYRAMID



KEY LEARNING AREA LEADERS & CAREERS TEAM



Tara Quenault
Head of Science &
Digital Technologies



Fiona Parrey
Head of Performing Arts



Trent Morison
Head of Health & PE



Sheraz Salama
Head of Food Technology



Seamus Kavanagh
Head of English



Leah Shields
Head of Humanities



Chiara Florio
Head of Languages



Samuel McDowell
Head of Mathematics



Sheraz Salama
Head of Visual Arts
& Design



Laura Robertson
Vocational Major
Coordinator



Robyn Boardman
Careers Team



Louisa Renard
Careers Team

HOW ARE THE SENIOR YEARS DIFFERENT?

1. More choices beyond THS

As they approach Year 11 students must choose whether they want to commit to a VCE certificate at THS or pursue one of many other fantastic options that exist for 16, 17 and 18 year olds. At this stage some of our students decide to pursue a qualification at another local provider (including a VCE certificate), or an apprenticeship. We are very proud of what we do, but we can't offer everything for everyone. If you are not sure whether THS is the right choice for you in year 11 and 12, you should approach the Careers and Pathways Team for advice.

2. Higher expectations

All students who commit to the Senior School at Thornbury High School are expected to take more responsibility for their learning and to work harder than in younger years. At VCE level, it is not just a matter of gaining skills and knowledge, but of being able to apply them independently in an increasing range of situations. All students will get more homework than they are used to, requiring increased self-discipline and motivation to complete tasks and revise efficiently. Year 12 students on the Academic Pathway have supervised study periods in our Senior School Study Centre to help them manage their workload effectively.

3. An externally-validated certificate

All Y11 and 12 students at THS are working towards a VCE Certificate, which has criteria and minimum standards that must be met. During years 7 to 10 the school designs content, assessment, rules and guidelines within a framework provided by the government and we have a large degree of freedom about how we do this. For year 11 and 12 students the Victorian Curriculum and Assessment Authority (VCAA) explicitly determines the study design, rules and guidelines for the VCE. It is important that students understand and follow the rules and expectations as teachers cannot modify them.

There is a summary of policies regarding satisfactory completion, authentication, attendance and plagiarism at the end of this guide. Full details are on the VCAA website: <https://www.vcaa.vic.edu.au>

WHAT WILL HELP STUDENTS THRIVE IN THE SENIOR SCHOOL?

Motivation and self-direction are very important. It is crucial that students select studies that interest them, provide them with confidence, and offer a positive challenge. Those who have excellent organisation and time management skills will work more efficiently and find it easier to work independently and feel successful. Students who can articulate clear goals for year 12 and beyond find it easier to motivate themselves.

A balanced lifestyle, where students have a high work ethic but also find time to socialise with family and friends, and continue other interests is important in personal development. Many students also take on part-time paid work in year 11 and we encourage this. However, students must be careful to limit their hours so that commitments outside school do not prevent them from succeeding at school. We do not recommend any student take on more than eight hours a week.

Positive habits and self-care are the foundation on which effective learning happens. When it comes to a daily routine, adequate rest, exercise and good nutrition are vital in helping students maintain good health and cope with the additional study required. All students should aim to sleep for eight hours a night, undertake some type of physical activity at least once a day and eat breakfast every day.

SUBJECT SELECTION

This subject selection handbook has been designed to assist students in their selection of senior subjects for 2027. It should be used in conjunction with the parent information evening, level assemblies, class and individual career counselling that is provided for students and parents during term three. We also have a dedicated careers website which is full of further guidance for students making these difficult decisions please visit <https://thornburyhscareers.com>

SUBJECT CONTRIBUTIONS

As part of our ongoing commitment to delivering high-quality educational experiences, we ask families to make financial contributions for each subject their child elects to study. These contributions play a vital role in enhancing the learning opportunities and resources available to students, helping us maintain the high standards of our programs.

Example from the Family Contributions document:

Students Selected Subjects	Subject Contributions
Subjects are listed in the year level handbooks. Copies of these handbooks are available from the General Office or via Compass School Documentation. Selected subjects will appear on Compass for individual students.	\$20 - 300

Subject contributions typically range from \$20.00 to \$300.00 per subject, depending on the materials and experiences involved. These contributions directly support the purchase of additional resources, the facilitation of excursions and special events, and the enhancement of hands-on learning opportunities. They ensure that our curriculum remains engaging, well-resourced, and enriched with real-world learning experiences.

It is important to emphasise that these contributions are not a fee or charge for the subject but a means to ensure that all students have access to the best possible learning environment. By contributing, families help sustain the educational quality of the subject and ensure that resources are available for every student.

We understand that every family's financial circumstances are different, and we make every effort to keep costs reasonable and transparent. Your support, no matter the amount, makes a meaningful difference. By contributing, families help sustain the quality and breadth of our educational offerings. Thank you for your ongoing support. Together, we can continue to provide an outstanding learning journey for every student.

STUDENT HOLIDAYS DURING SCHOOL TIME

If you would like to take your child away during school time, parents are required to apply for consent from the school principal. If the holiday is approved, teachers may not be able to provide work, depending on the curriculum content being taught at the time. Your child's assessment for that semester will reflect the work they have undertaken while at school and in negotiation with the teacher.

As a parent of VCE students, please be aware of the VCAA guidelines for attendance and authentication requirements. If you have any concerns about this please contact the sub school team.

YEAR

10

YEAR 10 @ THS

Year 10 is a crucial time in the development of young people. We provide many opportunities to enable students to achieve their academic potential.

We aim to provide an environment where students can grow in confidence, develop their skills and realise their abilities. It is a priority at Thornbury High School that students feel valued. We maintain a strong framework in the key areas of learning and provide our students with choices and educational opportunities.

Research indicates that the habits and skills developed by young people at this stage have a direct impact on their success in the senior years.

Throughout Year 10, students participate in a variety of activities in class time, career support programs and subject counselling, so that they are equipped to make informed choices in subject selections and other decisions that may affect further study.

We hope the journey through Year 10 will enable students to grow and forge pathways for the future.

All information regarding school rules, policies and procedures are outlined on the school website.

OVERVIEW OF THE YEAR 10 CURRICULUM

Year 10 is considered a preliminary VCE year. It forms a bridge between the Middle Years of schooling and the Senior Years. This is reflected in the general curriculum structure and the provision for some students to access a range of VCE units as part of our accelerated learning program. The curriculum at Year 10 is made up of subjects which have direct links to VCE subjects.

All Year 10 subjects are drawn from the Victorian Curriculum that provides the basis for curriculum planning, assessment and reporting from Prep to Year 10.

The following table gives an overview of the Year 10 curriculum and indicates the number of periods per fortnight allocated to each subject or Key Learning Area. Each period is 60 minutes.

YEAR 10 SUBJECTS	PERIODS PER FORTNIGHT
English / EAL	8
Mathematics	8
Science	8
History* or Geography*/ Business & Civics*	8
Subject 1*/ Subject 3*	8
Subject 2*/ Subject 4*	8
Health	2
TOTAL	50

***Semester long subjects**

Exams will be held at the end of each semester for all subjects except Health. SACs (School Assessed Coursework) will be held in all VCE and VET subjects selected by our Year 10 students. In all other subjects, CATs will be assigned to students throughout each semester.

ELECTIVE SUBJECTS

KLA	SUBJECT
English	Journalism
Humanities	Making & Breaking the Law
	Geography OR History (if not undertaken as a core subject)
Languages	Italian
	Greek
Health & PE	Athlete Development Program
	Healthy Mind, Healthy Body
	PE: Exercise Science
	PE: Sports Coaching & Physical Activity
Technologies	Digital Technologies & Robotics
	Food Studies
	Patisserie
	Fashion & Textiles Design
The Arts	All About Art
	Visual Communication Design
	Architecture and Product Design
	Media
	Music Performance
	Photography
	Theatre Studies
Instrumental Music Lessons	Instrumental hire annually
	Instrumental lesson levy annually

PROMOTION POLICY

We regard the learning and teaching process as a partnership between students, parents and staff. Thus, we expect our students to actively participate in this process, and to take increasing personal responsibility for their own learning.

We similarly expect our parent community to support their children both directly, by providing them with appropriate materials, monitoring homework and wide-reading, as well as indirectly, by supporting the school and its policies. Parents and students should be well aware that promotion of students to a higher year level is not automatic.

Promotion to Year 10 requires students to:

- Achieve at least an 'acceptable' work standard in all five Work Habits.
- Receive an overall academic result of at least 50% in all subjects.
- Have a minimum attendance of 90% – this means a minimum of 9 days attendance every fortnight.

Inability to meet promotion requirements

If a student does not meet these promotion requirements, there are two possible courses of action which will be decided by a panel consisting of the Head of Year 10, parents, teachers and student:

- Offered the chance to repeat the current year level.
- Assisted in transferring to another school or alternative setting.

SUBJECT SELECTION

Year 10 students are offered a range of subjects to choose from. You will find a description of each subject offered in the following section. Each student will be required to submit these preferences online. Parents are encouraged to discuss subject choices with their child.

How to choose subjects

Take some time to reflect:

- What are your strengths? What do you enjoy doing?
- What career paths interest you? The Sport & Recreation Industry, Health or Beauty Industry, Sciences, Commerce, Small Business, Law, Information Technology, Music or The Arts?
- Go to www.myfuture.edu.au to research possible courses.

Year 10 is a challenge; there are many new subjects, new co-curricular activities and new friends to make. Think about your future – choose what suits you, not what your current friends want to do. This is a time to explore and think about where you're heading, how to make the most of the opportunities being offered.

Some Year 10 students will be given the opportunity to accelerate and select a VCE subject. Students who are interested in studying one of the available VCE units will need to meet eligibility criteria based on a range of data including:

- Assessment tasks
- Work habits
- Teacher recommendation

Read this handbook carefully and ask the relevant teachers if you require further information. Once students have been placed on a published subject roll, and their choices have been confirmed in writing, changes cannot be made to selection. Parents/carers are encouraged to participate in assisting their child in selecting their subjects.

VCE ACCELERATION

VCE acceleration at Year 10

VCE students can include a maximum of six subjects in the calculation of their ATAR score. Particularly able students who meet specific selection criteria can achieve this by studying a Unit 1+2 subject in Year 10 and the Unit 3+4 of that subject in Year 11. In some subjects it is also possible to study a Unit 3+4 in Year 11 without having studied the subject at Unit 1+2 level.

VCE students may also qualify for University Extension Study in some subjects if in Year 11 they achieve a study score of 40 or above in a relevant VCE Unit 3+4 sequence and excellent results in all their other subjects.

There are potential advantages to be gained by completing a VCE subject in Year 10:

- Exposure to the VCE program in Year 10
- A path of extension and challenge
- 10% of the scaled Study Score of the 6th Unit 3+4 subject

Students wishing to study a Unit 1+2 when they are in Year 10 are required to meet the following criteria:

- Performance at a consistently high level in all subjects, NAPLAN and other testing data which may be available.
- Demonstrated excellent organisation and motivation to succeed.
- Demonstrated strengths in the subject area of the proposed Unit 1+2 subject.

Students who accelerate into a VCE subject must still complete five subjects in Year 12.

There are a number of reasons why it is not in the best interests of all Year 10 students to undertake accelerated VCE study. In particular, a student could be disadvantaged if they experience difficulty studying an accelerated unit or concentrate too heavily on that subject, thereby undermining their overall program and preparation for study of Unit 3+4 subjects in Year 12.

In the situation where students have accelerated into the VCE during Year 10, but found the program too challenging, students will need to consolidate their preparation in Year 11 in order to improve their Unit 3+4 studies in Year 12.

Unit 1+2 subjects will be offered to suitable Year 10 students with the exception of the following:

- English / Literature / EAL
- Maths Methods / Specialist Maths
- Physics
- Chemistry
- Italian

In some exceptional cases the school will consider a student completing two Unit 1+2 studies in Year 10.

Calculation of the ATAR Score

Study Scores are calculated out of 50. The ATAR score is calculated by ranking students according to the sum of their scaled Study Score for English (English as an Additional Language, English Language or English Literature), their next best three permissible scaled Study Scores and 10% of the scaled Study Score of up to two more subjects.

University Enhancement Study is an attractive option for some students because it is usually delivered after school one afternoon a week, may give students credit toward a university degree, and can contribute toward a student's aggregate when calculating the ATAR score.

THE ACADEMIC PATHWAY (VCE)

How does the VCE work?

- A VCE study (or subject) is generally designed to last for one year and is made up of two units.
- Units 1 and 2 (usually studied in Year 11) can be taken as single units.
- Units 3 and 4 (usually studied in Year 12) must be taken as a sequence of two units. That is, where students enrol in Unit 3 in a study, they will also be expected to enrol in Unit 4 of that study.
- Completing a Unit 3+4 sequence in Year 11 allows some students to add an extra study score to their final ATAR score, giving them an edge for very competitive programs.
- Students normally enrol in six studies (12 units) in Year 11 and five studies (10 units) in Year 12.
- Some students may elect to do a Vocational Education and Training subject (VET) as one of their six
- VCE options. This may happen onsite at Thornbury High School or through a partnership with another local provider.

What is required to successfully complete the VCE?

To be awarded the VCE, students must satisfactorily complete at least 16 units.
These units must include:

- An approved combination of at least three units from the group of English studies.
- At least three sequences of Unit 3+4 studies other than English.

Refer to page 28 of this booklet for a more in-depth explanation of the VCE pathway.



CORE SUBJECTS @ YEAR 10

ENGLISH

ENGLISH

The focus of English is the extension of students' abilities in the modes of writing, reading and viewing and speaking and listening. Year 10 English includes the study of both print and non-print texts, writing techniques and strategies and oral activities. Homework reflects and extends the work being undertaken in the classroom. Students will read a range of texts including at least one novel, various short stories, film texts and media items. Students will respond to the texts in a number of ways including a critical evaluation of a current media issue. All students are encouraged to read widely from a range of fiction and nonfiction books available in the library.

Students will engage in both formal and impromptu oral activities to demonstrate their own interpretation of complex information and awareness of how context should affect language. They will produce a series of drafted and edited pieces of written work for different purposes and audiences, including analysing argument and persuasion and text response essays.

VCE pathway: English, Literature, English as an Additional Language, English Language

HUMANITIES

As part of the Humanities program, students must study one semester of either History OR Geography (and can choose the alternative as a further elective) and one semester of Business & Civics.

Students who study Italian will complete the Business & Civics course as part of their program (see Italian for more information).

BUSINESS & CIVICS

Business and Civics focuses on key concepts of economics and the way economic performance and outcomes impact our living standards and wellbeing. Students develop financial literacy skills, such as goal setting, budgeting and managing financial risk, and examine key indicators of economic performance and current issues affecting living standards in a global context. The unit also investigates Australia's political system and the key principles of democracy.

Students will create budgets and consider how financial choices impact our lives in the short and long term. They will examine Australia's parliamentary system, levels of government and voting in Australia, and discuss current political issues, including threats and safeguards to democracy in Australia.

VCE pathway: Accounting, Business Management, Legal Studies, Economics

HISTORY

Students study significant events, developments and ideas that have shaped the modern world from 1750 to the early 21st century. Focus areas include the histories of Australia and Asia, particularly the Vietnam War, and the struggle for rights and freedoms experienced by Aboriginal and Torres Strait Islander Peoples. Students examine how these events and movements influenced societies in Australia, Europe, and the Asia-Pacific region over time, analysing a range of historical sources and perspectives to form evidence-based opinions about their significance and legacy.

VCE pathway: History

GEOGRAPHY

In Geography, students study environmental change and management. They examine how various environments have been changing over time, how humans have influenced this process, and what can be done about this. Students are involved in an ongoing study of the Darebin Creek, with regular field work conducted examining the health and management of the waterway. A secondary study into global wellbeing is pursued, whereby students examine how human wellbeing varies around the world and within Australia, along with what causes differences in equality. Across these topics, students learn how to analyse and interpret maps and other geospatial data.

VCE pathway: Geography

SCIENCE

A student who is proficient in Science and interested in following science through to VCE may complete the following subjects:

- Biology/ Psychology Advanced
- Chemistry/ Physics Advanced

Entry is based on Year 9 Science results and other data as needed.

A student who is unsure about their Science pathway or not as strong in the area of Science will complete the following subjects:

- Biology/ Psychology General
- Chemistry/ Physics General

Students are expected to select one unit from the Biology/ Psychology stream and one unit from the Chemistry/ Physics stream over the year. A student may select any combination from each stream. Students are able to enter VCE studies from either pathway depending on their outcomes.

BIOLOGY/ PSYCHOLOGY ADVANCED

In the Biology component of this subject students will investigate how much influence their genetics has on their physical and mental development. Students will investigate cellular processes as well as genetic inheritance and how this can lead to genetic disease. Students will also investigate mechanisms of evolution and how natural selection has impacted on diversity over time. In the Psychology unit students will explore how the brain and nervous system affect mental processes, intelligence, and personality. At the completion of this unit, students will have further refined their ability to communicate scientific ideas and will have developed a deeper understanding of Biology and Psychology in preparation for VCE studies in these areas.

VCE pathway: Biology, Psychology

BIOLOGY/ PSYCHOLOGY GENERAL

This subject focuses on Biology and Psychology. In the Biology unit students will learn about the basic structures and functions of living organisms to understand how they have evolved and interact with their environment. Students will explore the composition of Earth's layers, the biosphere, and how humans are influencing the various cycles that exist on Earth such as the carbon, water, nitrogen, and phosphorus cycles. The focus will also include sustainable practices to prevent further disruptions to the natural cycling of the Earth. In the Psychology unit students will develop an understanding of psychological research methods and apply this knowledge to areas such as personality, intelligence, and mental illness.

VCE pathway: Biology, Psychology

CHEMISTRY/ PHYSICS ADVANCED

This subject is designed for students who are interested in pursuing Chemistry and Physics at the VCE level. In the Chemistry unit students will continue building on their knowledge of atoms in terms of electron configurations to explain how the electronic structure of elements determine their position on the Periodic Table as well as trends in chemical properties. Students will develop a deeper knowledge of chemical bonding and will investigate this further through conducting and designing experiments to explore different types of chemical reactions. In the Physics unit students will investigate the mathematical relationships used to calculate speed, velocity and the acceleration of moving objects. Students will learn how to process graphical information to describe and analyse motion. Students will also explore and explain Newton's three laws of motion and make both qualitative and quantitative predictions about how forces affect the motion of an object.

VCE pathway: Chemistry, Physics

CHEMISTRY/ PHYSICS GENERAL

In the Chemistry component of this subject, students develop their understanding of the structure of atoms in terms of electron shells, explain how the electronic structure of an atom determines an element's position on the Periodic Table, and outline trends in the chemical properties of elements based on their classification. Students will develop fundamental knowledge of how atoms join to form substances. In the Physics component students explore the Universe, including the life cycle of a star and how electromagnetic radiation can be referenced as evidence for the Big Bang theory. Students will investigate applied forces such as friction, air resistance, and gravity. Students will investigate Newton's Laws of Motion through experimental observations and calculations involving force, mass, and acceleration, as well as complete an introduction to kinematics.

VCE pathway: Chemistry, Physics

HEALTH

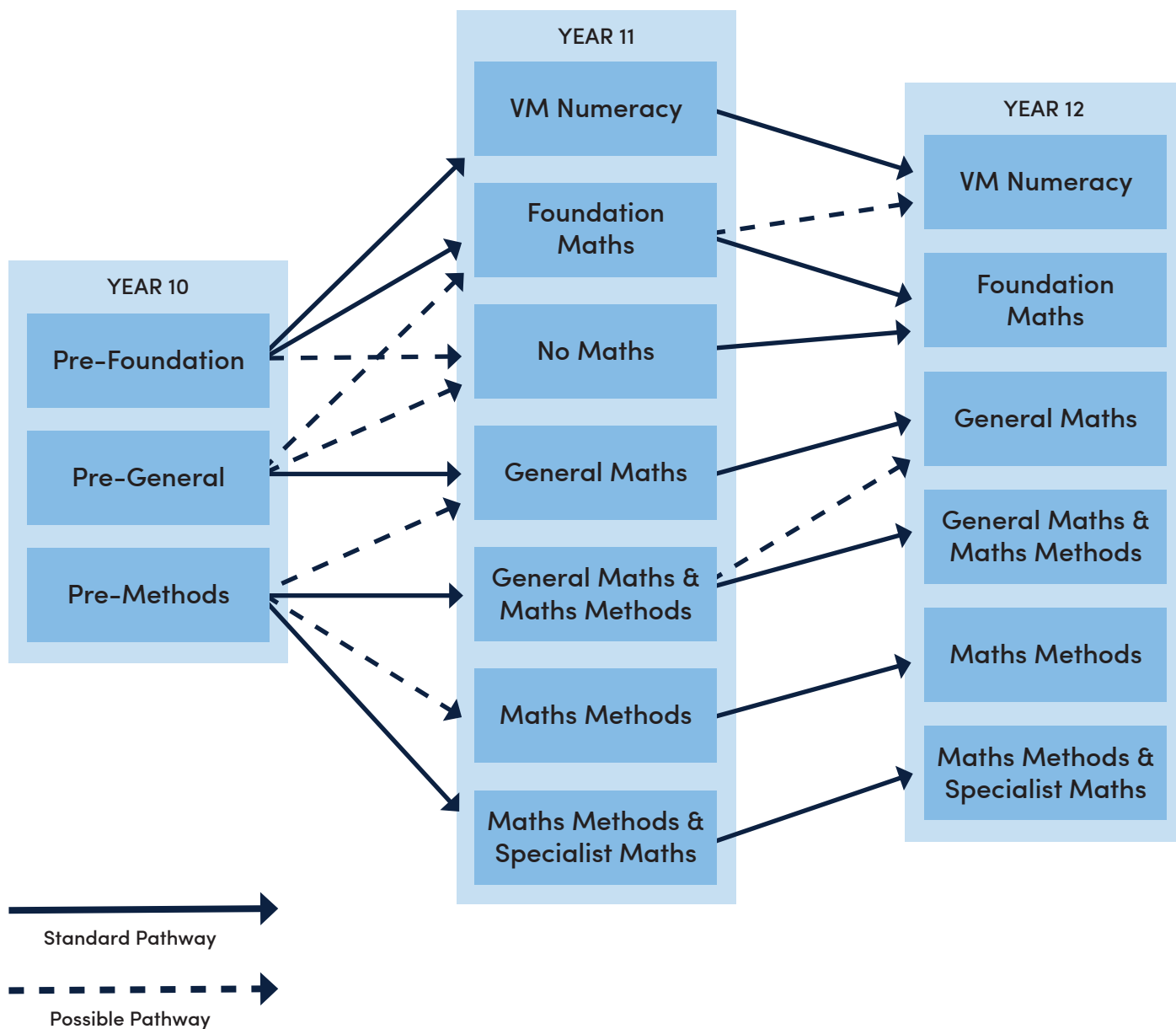
The year 10 Health course looks at a range of social and cultural factors that influence the development of personal identity and values. Students identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters, respectful relationships and substance abuse. This subject examines mental health issues relevant to young people as well as evaluating perceptions of challenge, risk and safety.

Students analyse the positive and negative health outcomes of a range of personal behaviours and identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

VCE pathway: Physical Education, VET Sport & Recreation, Health & Human Development

MATHEMATICS

Students will follow one of three mathematics pathways, depending on their mathematical achievement and aspirations for Year 11 and 12 and beyond. Each year 10 subject is named for the corresponding VCE subject. The flowchart below shows many of the possible mathematics pathways through to the end of Year 12.



PRE-FOUNDATION

Pre-Foundation Mathematics provides for the continuing mathematical development of students needing mathematical skills to support their other studies. In Pre-Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study, and require a scientific calculator.

Foundation Mathematics does not adequately prepare students to study General Mathematics in VCE.

VCE pathway: Foundation Mathematics

PRE-GENERAL

The Pre-General Mathematics course covers topics across Algebra, Measurement, Geometry, Networks and Statistics. Throughout the year, students develop the knowledge and skills required to study mathematics through to the end of Year 12.

Please note: this course does not adequately prepare students to study Mathematical Methods in VCE.

VCE pathway: General Mathematics

PRE-METHODS

The Pre-Methods Mathematics course prepares students to tackle the more advanced Mathematics subjects in Year 11 and 12. It is a rigorous course, exposing students to more complex and sophisticated mathematics, with an increased focus on algebra and problem solving. Students completing this subject must have the CAS Calculator (Casio ClassPad).

Please note: this course is essential preparation for students who intend to study Mathematical Methods in VCE.

VCE pathway: Mathematical Methods, Specialist Mathematics

ELECTIVE SUBJECTS @ YEAR 10

THE ARTS

ALL ABOUT ART

Jump into the world of creativity with “All About Art,” your pathway to the VCE Art Creative Practice course. Develop and refine your skills in 2D and 3D artworks while expressing your personal experiences and cultural values through art. Find your unique style by experimenting with various materials, techniques, and processes to create meaningful art. Document your artistic journey with sketches, ideas, and reflections in your visual diary. Discover exciting artforms like ceramics, drawing, painting, printmaking, and sculpture, bringing your visions to life in new and inspiring ways. Why join? Enjoy a fun and engaging environment perfect for budding artists or those looking to enhance their skills. Become part of a passionate artistic community where creativity thrives. Sign up for “All About Art” and start your creative journey today!

VCE pathway: Art Creative Practice

VISUAL COMMUNICATION DESIGN

If you enjoy being creative and want to turn your ideas into real designs, this subject is a great place to start. Year 10 Visual Communication Design helps students build confidence as designers while developing the creative, digital and practical skills needed for VCE and future pathways.

You'll explore how designers think and solve problems, using drawing and design thinking strategies to communicate ideas in engaging and effective ways. Throughout the course, you'll experiment with different materials, methods and media while working across a range of design fields to strengthen your creative abilities.

Using the design process as a guide, you'll investigate design problems, develop and refine ideas, and produce prototypes and final presentations using industry-standard software and tools — including opportunities to work with technologies such as laser cutting.

This subject is ideal for students who enjoy creative thinking, visual communication and hands-on making, and who are interested in continuing into VCE Visual Communication Design.

VCE pathway: Visual Communication Design





ARCHITECTURE & PRODUCT DESIGN

If you enjoy designing, building and thinking creatively, this subject gives you the chance to explore how ideas become real-world designs. You'll work across two fields of visual communication design: environments and objects.

In the architecture component, you'll learn how buildings are planned and presented. This includes drawing scaled floor plans, elevations and perspectives, as well as creating 3D prototypes. You'll develop an understanding of how spaces are designed and how designers communicate their ideas clearly.

In the product design component, you'll design your own furniture based on a key historical design movement. You'll build confidence in sketching and rendering while also considering how your designs will be used. Concepts like ergonomics and usability will help you create outcomes that are both functional and visually effective.

This subject is well suited to students who enjoy designing, problem-solving and working both creatively and practically. It provides a strong foundation for further study in VCE Visual Communication Design.

VCE pathway: Visual Communication Design

MEDIA

Do you love watching films? Do you love making films even more? This course offers the opportunity to learn the skills to make films like the pros! Not only do we enhance your film appreciation, but we also critically discuss media in the ever-changing online landscape of algorithms and fake news, all while building the fundamental skills for VCE Media Studies 1-4. You will learn the necessary skills required for the analysis of a Media text, whilst exploring the use of 'Film Codes' and 'Film Conventions' within the text's construction.

VCE pathway: Media Studies

MUSIC PERFORMANCE

Year 10 Music Performance explores all aspects of music through listening, creative, and performance activities. Students explore the technical, expressive and creative capabilities of their primary instrument alongside their peers, rehearsing and performing in both small and large ensemble settings. Students also continue to build on their music language and critical listening skills in a more in-depth manner to help them understand the music they are playing and listening to whilst actively preparing for VCE. They will demonstrate these skills through a wide range of composition, improvisation and arranging tasks using both traditional and digital means.

VCE pathway: Music Performance

PHOTOGRAPHY

Photography opens doors to the VCE Art Creative Practice course, guiding you through the art of capturing and expressing ideas visually. Explore both traditional film and digital techniques, mastering lighting, editing, and composition to convey your unique perspective through images.

Discover how artists use photography to convey personal experiences and cultural insights. Throughout the course, you'll develop skills in black & white film photography, darkroom printing, digital SLR techniques, Photoshop editing, and innovative photographic methods. Start your journey in photography and pave your path to VCE Art Creative Practice!

VCE pathway: Art Creative Practice

THEATRE STUDIES

The Year 10 Theatre Studies course is an introduction and exploration of the subject in preparation for the VCE curriculum, engaging students in the initial elements of the subject.

Students are introduced to theatre styles and their conventions. They explore context and acting skills, while analysing and evaluating the intended effect on the audience, through their own work and that of professionals.

Students do not need to be actors to engage in this subject, they are introduced through hands-on workshops to all production role areas: all the parts that make up a production:

- Set
- Lighting
- Props
- Sound design
- Acting
- Directing
- Costume Design
- Hair and makeup

Students see several professional productions and analyse the work within, drawing on this as they write, design and develop their own pieces, to present to both small and large audiences.

VCE pathway: Theatre Studies

ENGLISH

JOURNALISM

This writing focused unit is designed to equip students with skills for success in both the analysis tasks and creative tasks required for VCE English and VCE Literature.

Students create original short-form writing and articles that reflect an emerging sense of personal style. They read professionally written forms of creative writing and persuasive writing as mentor texts and then integrate their impressions of these works with their personal life experiences, and imaginative elements, to compose their own writing projects. Students will be required to complete self analysis of their work, through a statement of intention that outlines their understanding of the techniques that they have employed. Students will ultimately compile a writer's portfolio, incorporating a final free choice piece where students will be encouraged to put into practice the skills they have learned throughout the course.

VCE pathway: English, Literature

HUMANITIES

MAKING & BREAKING THE LAW

In this subject students examine the need for laws in society. They investigate the key features of criminal law and civil law, how it is enforced and adjudicated and possible sanctions and remedies. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal/civil law. Students also consider the role of parliament and subordinate authorities and courts in law-making, and alternative dispute resolution methods.

VCE pathway: Legal Studies

LANGUAGES

ITALIAN (INCLUDING BUSINESS & CIVICS)

Italian + Business & Civics is a year-long subject.

Continuing to study Italian improves students' chances of gaining employment as a wider variety of career opportunities are available to students who know more than one language. Apart from employment opportunities, studying another language enriches lives and helps in the appreciation of other cultures, especially when travelling.

The course aims to develop the skills of speaking the Italian language while learning content related to Business & Civics. This learning methodology is called CLIL (Content and Language Integrated Learning). This is the most effective way in which students can acquire a language because it focuses on content relevant to students' lives. The themes for Year 10 will include: The Personal World, Predicting the Future, the World of Work, Politics, and Business and Civics.

VCE pathway: Italian, Accounting, Business Management, Legal Studies

GREEK

In Year 10 Greek, students will continue to develop their language skills by participating in reading, writing, listening, speaking, and viewing activities. They will gain a greater awareness of and appreciation for the Greek language and culture. This subject will provide them with a potential pathway towards VCE Greek.

HEALTH & PE

ATHLETE DEVELOPMENT PROGRAM

This select entry subject offers the opportunity for talented athletes at Thornbury High School to learn, grow and develop as an elite athlete, as well as to acquire and develop skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries.

The Athlete Development Program is a 2 year course, beginning at the start of year 10, with its completion being at the end of year 11. It has 2 distinct pillars for success.

1. Training & Performance Enhancement
2. Units 1 and 2 VET Sport & Recreation

Training & Performance Enhancement: Students participate in specialised physical education classes that focus on their specific sport of choice. These classes include specialised training programs tailored to the athlete as well as competitions that challenge movement and strategic skills in a range of competitive sports. Students design, implement and evaluate personalised plans for improving or maintaining their own performance levels.

VET Sport & Recreation (Units 1 and 2): Students will complete Unit 1 VET Sport and Recreation in year 10, which is followed by Unit 2 Sport and Recreation in Year 11. These units contribute towards achieving a VCE certificate. Thornbury High School offers Unit 3 and 4 VET Sport and Recreation for students who choose to in year 12. This is a scored VET subject, meaning it will contribute towards a student's ATAR.

Modules completed in VET Sport and Recreation Unit 1 and 2 include; participate in conditioning for sport, participate in workplace health and safety, maintain activity equipment, continuously improve officiating skills and knowledge, provide quality service and respond to interpersonal conflicts.

VCE pathway: VET Sport & Recreation, Athlete Development Program Unit 2

HEALTHY MIND, HEALTHY BODY

This program introduces students to the key areas of study associated with VCE Health and Human Development. Students will examine the interrelationships of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society.

Students learn the function and food sources of major nutrients for health and wellbeing as well as the use of nutritional models to determine the health benefits and risks associated with specific food and drinks items.

Students will learn to identify and access government and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national, and global levels. Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

VCE pathway: Health & Human Development

PE: EXERCISE SCIENCE

This elective encourages students to assess and improve their personal fitness and provides them with the opportunity to develop healthy living habits. It will also provide a theoretical pathway for students who wish to study VCE Physical Education by covering Roles and Responsibilities in sport as well as an in depth look at Body Systems (Skeletal, Muscular, Circulatory).

Facilities at school and in the local community will be used to develop and complete a personal fitness program. Topics and activities include:

- Participation, Roles and Responsibilities, Sports Coaching
- Body systems (skeletal, muscular, circulatory)
- Physical activity, fitness and health

VCE pathway: Physical Education, VET Sport & Recreation



PE: SPORTS COACHING & PHYSICAL ACTIVITY

Sports coaching and physical activity is an elective with practical and theory based components. Theory encompasses:

- Sports Coaching
- Lifestyle related illnesses
- Factors affecting participation
- Energy systems and nutrition

The practical component allows students to draw on personal attributes such as communication, leadership and teamwork through the development of lesson plans that lead to a peer teaching task. Also included in this subject is the opportunity to explore and trial local recreational facilities. Various activities may include, but are not limited to:

- Beach Volleyball
- Bowling
- Golf
- Cycling
- Ice Skating
- Indoor activities
- Orienteering

VCE pathway: Physical Education, VET Sport & Recreation

TECHNOLOGIES

DIGITAL TECHNOLOGIES & ROBOTICS

Students build on their programming experience and the complexity of the problems they are able to work on in different coding languages grows alongside this. They collaborate to design, produce and program a robot to compete in the VEX Robotics Championship game. They examine malicious code in the form of viruses, malware, adware and explore how digital data can be secured through access controls, virus checking and encryption. They examine the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability. They create a digital marketing or awareness campaign for an issue important to them or the school.

VCE pathway: VET Computing

FOOD STUDIES

Students will be given the opportunity to explore the possibilities and purposes of food in our life. Students will build their knowledge of cooking processes and foods through ingredient experimentation. Students will learn about food labelling and will acquire skills in producing and evaluating food appropriate for common food allergies and intolerances. Students are introduced to the concept of eating foods better for their life span and continue to build on their understanding of healthy digestion. Students will develop their own food products following all phases of the design process. They produce a variety of dishes that cater to all preferences.

VCE pathway: VET Cookery

PÂTISSERIE

Students will explore the complex processes involved in baked goods and desserts through practical cooking, designing, and investigative tasks. A strong emphasis is placed on the food science and chemistry behind techniques such as aeration, gelatinisation, and caramelisation. Areas of study include biscuit making, bread making, cake making, and pastry making. Students will apply their understanding of these principles by following the design process to create their own patisserie dish.

VCE pathway: VET Cookery

FASHION & TEXTILES DESIGN

Elevate Your Style: Join Fashion & Textiles Design! Are you passionate about fashion and eager to take your design skills to the next level? Our Fashion & Textiles Design course is the perfect opportunity to delve deeper into the art of creating beautiful and sustainable garments.

Why You'll Love This Course:

- **Sophisticated Skills Development:** This course is designed to elevate your abilities, providing you with advanced knowledge and techniques that are essential for any aspiring fashion designer.
- **Creative Problem Solving:** Engage in critical thinking and problem-solving to address real-world issues in fashion, such as sustainability and waste reduction. Your projects will not only be beautiful but also impactful.
- **Autonomy and Creativity:** As you advance, enjoy the freedom to pursue your own design ideas and bring your unique vision to life. This course empowers you to take charge of your creative journey.
- **Fashion Forward:** Focus on creating wearable garments that are stylish, innovative, and reflective of your personal flair. You'll leave the course with a portfolio of impressive works that highlight your talents.
- **Step into the exciting world of fashion design and make a difference with your creativity. Join Fashion & Textiles Design and start shaping the future of fashion today!**

VCE pathway: Art Creative Practice, Visual Communication Design

EXTRA-CURRICULAR OPPORTUNITY: MUSIC

INSTRUMENTAL MUSIC

Note: This subject is extra-curricular, not an elective option. Students are withdrawn from regular classes for a 30 minute lesson each week.

Students explore the technical, expressive and creative capabilities of their primary instrument in more detail and/or choose to study a second instrument. They work collaboratively and independently across a wide range of styles and in various ensembles to build on and apply their understanding of melodic, harmonic and rhythmic concepts. Students receive instrumental lessons from a specialist teacher and participate in a range of performances as part of their assessment.

Instrument hire is \$220 annually.

Instrumental lesson levy is \$220 annually.

YEAR

11 12

IMPORTANT INFORMATION

HOW DOES THS HELP STUDENTS TO THRIVE?

The **PROSPER Program** is our way of explicitly helping students develop the skills they need to thrive in their VCE study, in their personal lives and in their future careers.

The program includes:

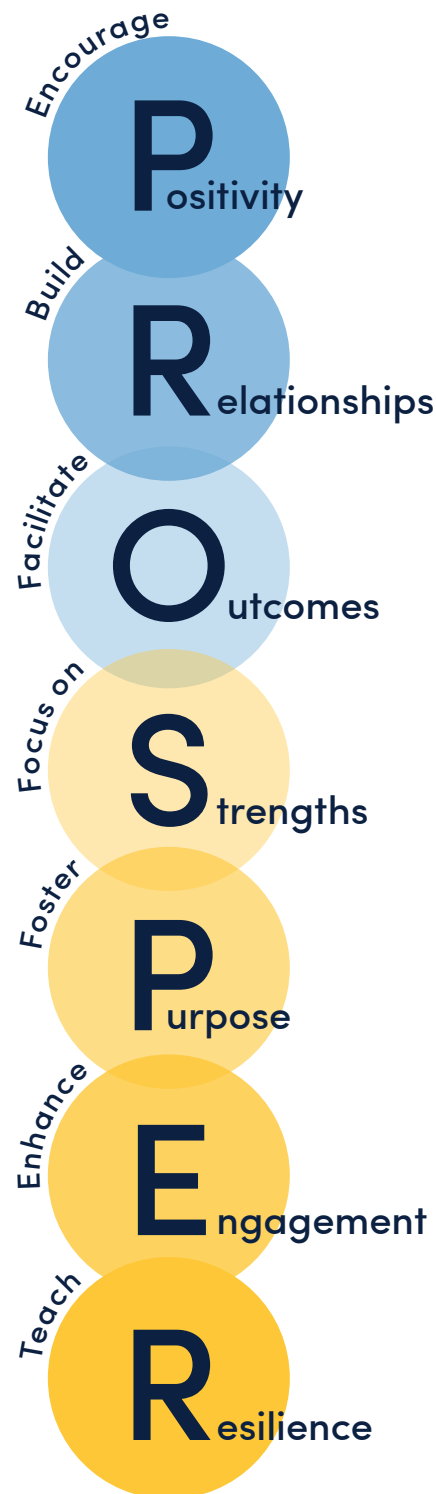
- Highly effective study skills, time management and procrastination
- Safer socialising, assertive communication and positive relationships
- Goal-orientation and career/pathway guidance
- Positive coping strategies, character strengths and stress management

For most students the PROSPER Program runs on alternate Wednesday afternoons throughout year 11 and 12. Students who study a VET subject (as part of the Academic or Applied pathways) cover the content separately.

Attendance to these sessions is a compulsory part of the VCE program at THS. These sessions are supplemented by additional incursions and one-on-one careers guidance over the course of the two years.

Our Year 11 Camp happens at the very start of the VCE program, with the hope that all students can attend. It is a wonderful chance for the cohort to bond, and to establish individual and group goals for the crucial years to come. Students will travel to Canberra for three nights. The camp incorporates opportunities for students to explore careers related to their chosen VCE subjects and to visit an Interstate University, as well as a mixture of organised activities and free time. It is also where we kick-start the Prosper Program with team-building challenges and goal-setting sessions.

Full details and payment options will be communicated early in term three of Year 10.



VCE @ THORNBURY HIGH

At Thornbury High School we offer two main pathways for our Senior School students. Both pathways result in a VCE certificate at the end of year 12.

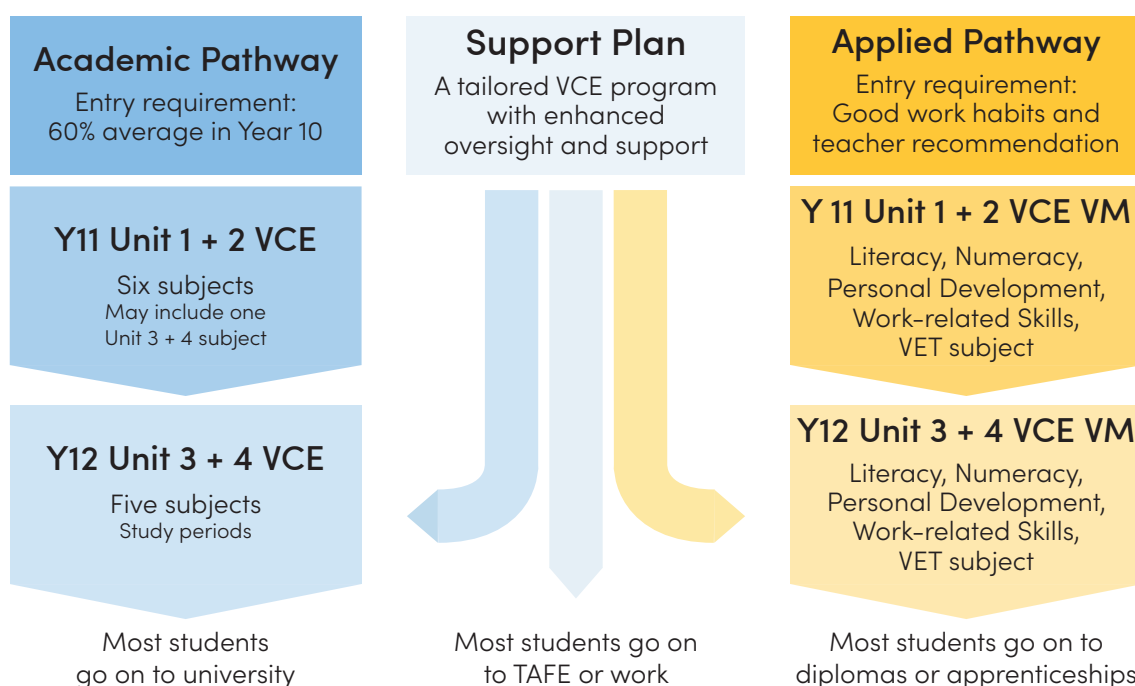
The Academic Pathway

The Academic Pathway is the best option for students who know they want to go straight to university when they finish school. Over the two years students work towards a VCE certificate and an Australian Tertiary Admission Rank (ATAR) that will allow them to apply directly to selective university courses. This is an academically demanding pathway and students should choose this if they enjoy school work and have a track-record of success in year 9 and 10. Students qualify automatically for the academic pathway if they have an average score of 60% in their year 10 Semester 1 reports.

The Applied Pathway

The Applied Pathway is the best option for students who have clear career goals and do not wish to go to university straight after they finish school. Instead they may be considering competitive Diplomas, Apprenticeships, Traineeships or direct employment. Students on the Applied Pathway still work towards a VCE Certificate, but instead of year 12 exams they complete a Vocational Major. Along the way they complete a combination of classroom-based study and practical training via a Vocational Education and Training (VET) subject. This pathway involves much more group work than the Academic Pathway and is not assessed via exams. Since students usually split their time between school and other institutions, it also requires a greater level of independence and motivation. Places are limited and entry is subject to excellent attendance in year 10, a record of good work habits and an interview.

Students who do not meet the automatic entry criteria for the Academic Pathway and are not successful in their application for the Applied Pathway will be given the option of continuing at Thornbury High School on a **Support Plan**. We will design a program of study for them that maximises their options in the future, allowing opportunity for them to move into either the Academic or Applied Pathways at the end of year 11 or to transition into work or training elsewhere.



THE ACADEMIC PATHWAY (VCE)

How does the VCE work?

- A VCE study (or subject) is generally designed to last for one year and is made up of two units.
- Units 1 and 2 (usually studied in Year 11) can be taken as single units.
- Units 3 and 4 (usually studied in Year 12) must be taken as a sequence of two units. That is, where students enrol in Unit 3 in a study, they will also be expected to enrol in Unit 4 of that study.
- Completing a Unit 3+4 sequence in Year 11 allows some students to add an extra study score to their final ATAR score, giving them an edge for very competitive programs.
- Students normally enrol in six studies (12 units) in Year 11 and five studies (10 units) in Year 12.
- Some students may elect to do a Vocational Education and Training subject (VET) as one of their six VCE options. This may happen onsite at Thornbury High School or through a partnership with another local provider.

What is required to successfully complete the VCE?

To be awarded the VCE, students must satisfactorily complete at least 16 units.

These units must include:

- An approved combination of at least three units from the group of English studies.
- At least three sequences of Unit 3+4 studies other than English.

Designing a program of study for the VCE

When selecting subjects for Years 11 and 12, one of the most important things is for students to keep their options as open as possible for further study. Students are encouraged to investigate tertiary courses of interest on the VTAC website, and ensure that the subjects selected do not limit future study options. Pay particular attention to maths and science subjects as prerequisites. Acceptance into creative arts courses is often based on a portfolio of work so consider choosing a relevant VCE subject.

VTAC: <https://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>

Students should discuss selections with teachers and parents. Students need to design a two year program and should consider the following:

Personal Interests

- What do you enjoy studying?
- What talents do you have?
- What careers do you find interesting?
- Is your program balanced?
- Have you challenged yourself?

Refer to your individual Morrisby Profile for suggested subjects <https://www.morrisby.com/>

Typical Academic Pathway

Automatic entry requirement: 60% average in Year 10, Semester 1

YEAR 11

Unit 1 + 2 VCE

VCE English or Literature

VCE Subject Choice 1

VCE Subject Choice 2

VCE Subject Choice 3

VCE Subject Choice 4

VCE Subject Choice 5

Automatic promotion requirement: 60% average in Unit 2 score assessment

YEAR 12

Unit 3 + 4 VCE

VCE English or Literature

VCE Subject Choice 1

VCE Subject Choice 2

VCE Subject Choice 3

VCE Subject Choice 4

Study period

External Requirements

- What prerequisites do certain Tertiary/TAFE courses expect?
- What units of study are preferred by employers?
- Can specific VCE units offer you credit transfers for some TAFE course?
- Have teachers/parents advised you against attempting certain subjects?
- Are you choosing a program for you, or following friends?
- Should you consider a VET? (Vocational Education and Training) to complement your VCE course?

Research all possible courses and careers

Students should consider career interests and aspirations as well as refer to their Morrisby Profile.

Students should consult the government's Job Outlook website, The Good Universities Guide and the Thornbury High School Careers website (thornburyhscareers.com). Research the job and what exactly is involved. Students should identify University or TAFE courses that will provide the type of training they will need to enter the career areas that interest them.

Students and parents will have the opportunity to attend a counselling session at school before their course applications are due, to check that they have chosen a suitable course and met all VCAA requirements.

Students should prepare for their individual counselling session by completing an online Career Action Plan. To do this go to the Careers website <https://www.thornburyhscareers.com>

Sign into the student secure area, select My Career Portfolio from the menu on the left hand side and complete your Career Action Plan.

Enrolment policy, attendance and workload

It is anticipated that all students on the Academic Pathway will be full time unless they have special circumstances. In year 11, students will enrol in six subjects and aim to complete Unit 1 and Unit 2. In a small number of cases it is possible for a student to change a subject mid-year, but this should not be relied upon. In year 12, students will enrol in five subjects for the year and must complete Unit 3 and 4, with no opportunity to change mid-year.

Ninety percent attendance is required to automatically meet the VCAA requirements for course work completed in class to be authenticated. It is also important to note that if a student is absent for an assessment task (a SAC) or for several days, they will be required to provide a medical certificate to ensure they are able to achieve Satisfactory Completion for the unit. This medical certificate cannot be post-dated.

If a student is experiencing extenuating circumstances they may request to undertake fewer units. These circumstances may include: speaking English as an Additional Language (EAL), personal difficulties, a chronic illness or a disability. If a student undertakes a TAFE or Training program which does not carry credit for VCE, they may need to undertake fewer subjects or take an extra year to complete the VCE. The number of studies undertaken and attendance requirements will be arranged with the head of senior school.

THE APPLIED PATHWAY (VCE VM)

The Applied Pathway is a more ‘hands on’ option for students in the Senior School that minimises exam-based assessment and maximises opportunities to learn the kind of practical and team-based skills that are essential for the workplace and tertiary study. Like the Academic Pathway, the Applied Pathway provides students with a VCE Certificate.

Students on this pathway are in classes at THS three days a week with Wednesdays reserved for their VET (either at THS or at one of our partner schools) and Thursdays for work placement. This continues into Year 12.

The Applied Pathway provides an ideal transition to both further training (via TAFE, Certificates, Diplomas and perhaps subsequently a Bachelor Degree) and employment (via an apprenticeship or traineeship, or direct employment). The structure of the VCE VM program also allows some students to undertake a School Based Apprenticeship or Traineeship while they continue their studies at THS.

To succeed on the Applied Pathway it is essential that you attend every day (90%), you achieve satisfactory in all Unit 1–4 subjects, you attend all your VET sessions as well as successfully complete your SWL placement. Please note that positions are limited and only the most suitable applicants will be considered.

How is VCE VM assessed?

The basic requirements for the Applied Pathway are the same as for the Academic Pathway, with the addition of a mandatory VET subject.

To achieve a VCE VM Certificate at the end of year 12 students must:

- Satisfactorily complete 16 Units
- Satisfactorily complete 3 Units from the Literacy/English grouping (including Unit 3+4)
- Satisfactorily complete 3 other Unit 3 and 4 Sequences
- Complete at least 180 nominal hours (one full year) of a VET course

All accredited courses/certificates that make up the VCE VM program are assessed by the student’s individual teacher in accordance with requirements. In general, this is based on the assessment of projects, activities and presentations that the students complete in class, either individually or as part of a group. All year 12 students completing the Applied Pathway will also have to complete a single General Aptitude Test which will grade their reading, writing and numeracy against national standards.

School Based Apprenticeships (SBAT)

Some students on this pathway may opt to undertake a School-based Apprenticeship (SBAT) rather than a VET subject. This option is open to all students 15 years of age and over and who are permanent residents of Australia. It allows students to study in a practical environment and receive payment. Please note, this is subject to timetabling availability.

Typical Applied Pathway

Automatic entry requirement: Good work habits, teacher recommendation

YEAR 11

Unit 1 + 2 VCE VM

VCE Literacy

VCE Numeracy

VCE Work-related Skills

VCE Personal Development

VCE SWLR Unit 1

VET Subject (Wed)

Work Placement (Thu)

Automatic promotion requirement: 90% attendance and good work habits

YEAR 12

Unit 3 + 4 VCE VM

VCE Literacy

VCE Numeracy

VCE Work-related Skills

VCE Personal Development

VCE SWLR Unit 2

VET Subject (Wed or Thu)

Work Placement (Wed or Thu)

Subjects studied in VCE VM:

- VCE Literacy
- VCE Numeracy
- VCE Work-Related Skills
- VCE Personal Development
- VCE VET of your choice / SBAT
- Structured Workplace Learning Recognition / SWLR
- Work Placement

VOCATIONAL EDUCATION & TRAINING (VET)

What is a VCE VET subject?

VCE VET (Vocational Education & Training) subjects are designed to enhance senior school studies with experience in practical career-specific contexts. A VCE VET subject allows a secondary student to include vocational training as part of their VCE studies. Students on the Academic Pathway with a particularly strong career focus may elect to take a VET subject as one of their six VCE options. All students on the Applied Pathway must take a VET. The delivery of this VET may happen onsite at THS or through a partnership with another local provider.

Features of VCE VET subjects

- It is an accredited program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality)
- It allows students to go directly into employment or receive credit towards further studies.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.
- VET fees depend on the program and the materials students are required to use.
- VET units contribute to VCE. Some 'Scored' VET programs include Year 12 exams, and can contribute towards a student's ATAR.

Choosing a VCE VET subject as part of the Academic Pathway

There are limited spaces for a small number of students following the Academic Pathway to complete a VET subject. Students who can demonstrate a clear link between their career goals and selected VET subject, as well as a proven record of reliability and agency, will be given priority.

Students following the Academic Pathway can only select VET subjects that run on Wednesday afternoons. This ensures VET doesn't clash with a student's other subjects.

ASSESSMENT OF STUDENT PERFORMANCE

In order to award a student an S (Satisfactory Completion) for a VCE Unit, a teacher needs to be confident the student has developed a basic understanding of the key knowledge and skills in the study design.

They make this judgement by considering the following:

1. Attendance. VCAA expects a student to participate in 50 hours of face-to-face learning per VCE Unit. If a student's THS attendance is above 90% they automatically achieve this. If their attendance drops below 90% the teacher may not be confident to award an 'S'

2. Coursework. Teachers can assess students' understanding using their day-to-day contributions and coursework. If a student completes all the assigned coursework tasks to a high standard the teacher will be able to award an S. If a teacher has any concerns about the quality of coursework, they will rely on assessments for authentication.

3. Assessments (SACs and SATs). Some outcomes require a specific task to be completed to a good standard in order for an S to be awarded. Otherwise, SACs give students a second opportunity to demonstrate their basic understanding. If a student can't demonstrate a basic understanding of the key knowledge and skills in their coursework or in a SAC, their teacher cannot award an S for that outcome.

Each unit of study is typically made up of separate outcomes, all of which must be passed for an S to be awarded. For a student to meet the requirements of each outcome, they must satisfactorily complete all coursework by the end of that outcome. This is usually when a SAC is scheduled.

Students and families will be informed by their teacher or subschool via Compass should a student be at risk of not meeting coursework requirements. Students who have not met the requirements for an outcome by the date of the associated SAC will receive a 'Not Satisfactory' for the whole unit. This may impact their eligibility for a VCE Certificate.

Our subschool and wellbeing teams remain dedicated to supporting all students and are able to approve extensions in exceptional circumstances, given sufficient notice. If you have any questions please contact either Fiona Walker (Head of Senior School) or Paul Mameghan (Assistant Principal).

SPECIAL PROVISION AT VCE

There are several specific ways that we can make provisions for students that reflect their individual circumstances and needs.

1. Modified study program. In special circumstances and following professional advice we may choose to adapt a students' program and reduce the number of subjects they study.

2. Provisions in SACs and exams. Students with specific diagnoses (e.g. Mental Health Disorders, ADHD, Physical Injuries) may be eligible for specific provisions in formal assessments. We make applications to VCAA on behalf of these students each year

3. SEAS adjustment factor. Students who have faced difficult personal circumstances in Y11 and 12 may apply to VTAC for their ATAR to be adjusted in response. This is done at the end of Y12

Please note that the overall requirements for VCE cannot be modified. To graduate with a certificate all students must meet the minimum standards and achieve the necessary combination of units.

If you believe you/your child is eligible for special provision, you should contact Carla Ruhe (VCE Learning Support Leader) at the start of the year.

AUTHENTICATION

In order to be able to assess a student's understanding of the key knowledge and skills in the study design, teachers need to be confident that students' work is their own.

The measures teachers use to authenticate work vary from subject to subject and task to task, but the requirements will always be clearly communicated to students.

1. Coursework. Teachers may insist that a fraction of coursework is completed in class or under supervision. They may also ask students to explain their work to assess their understanding.

2. Timed SACs. Assessments completed under timed conditions are run using the same rules as VCE exams, unless students are told otherwise. Students must work individually and in silence. Students who miss a SAC without making prior arrangements must provide a medical certificate in order to have an opportunity to resit the assessment. Students who are not able to sit a SAC within two weeks of the original date may need to complete an alternative task/test.

3. Drafted SACs/SATs. Assessed tasks that are completed over a period of time (e.g. an essay or a folio) must also be authenticated. In these situations, a teacher will arrange mandatory 'milestones' that must be completed if the work is to be accepted. It is not acceptable to miss the milestones and hand in a final submission at the last moment. Scored work that is written outside class is also put through automatic Plagiarism and AI checks as standard. If a student is in any doubt as to the authentication requirements for a piece of work, they must ask their teacher.

Acceptable Assistance

According to the VCAA, a student must not receive undue assistance from another person, including their teacher and/or AI technologies, in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements and/or self-correction

Unacceptable forms of assistance include:

- use of or copying another person's work or other resources without acknowledgement
- use of or copying sample answers
- use of or copying from AI-generated responses
- corrections or improvements made or dictated by another person

It is fine for a student to help their friends verbally, by giving them 'prompts or general advice', but they should never give another student direct access to their work.

Suspected 'authentication breaches' will result in an investigation, with the outcome being determined by an independent 'decision maker' in the school. Penalties may involve students needing to repeat the task, a score of zero being awarded for that assessment, or an N being awarded for the entire outcome.

YEAR

11 12

SUBJECT OUTLINES

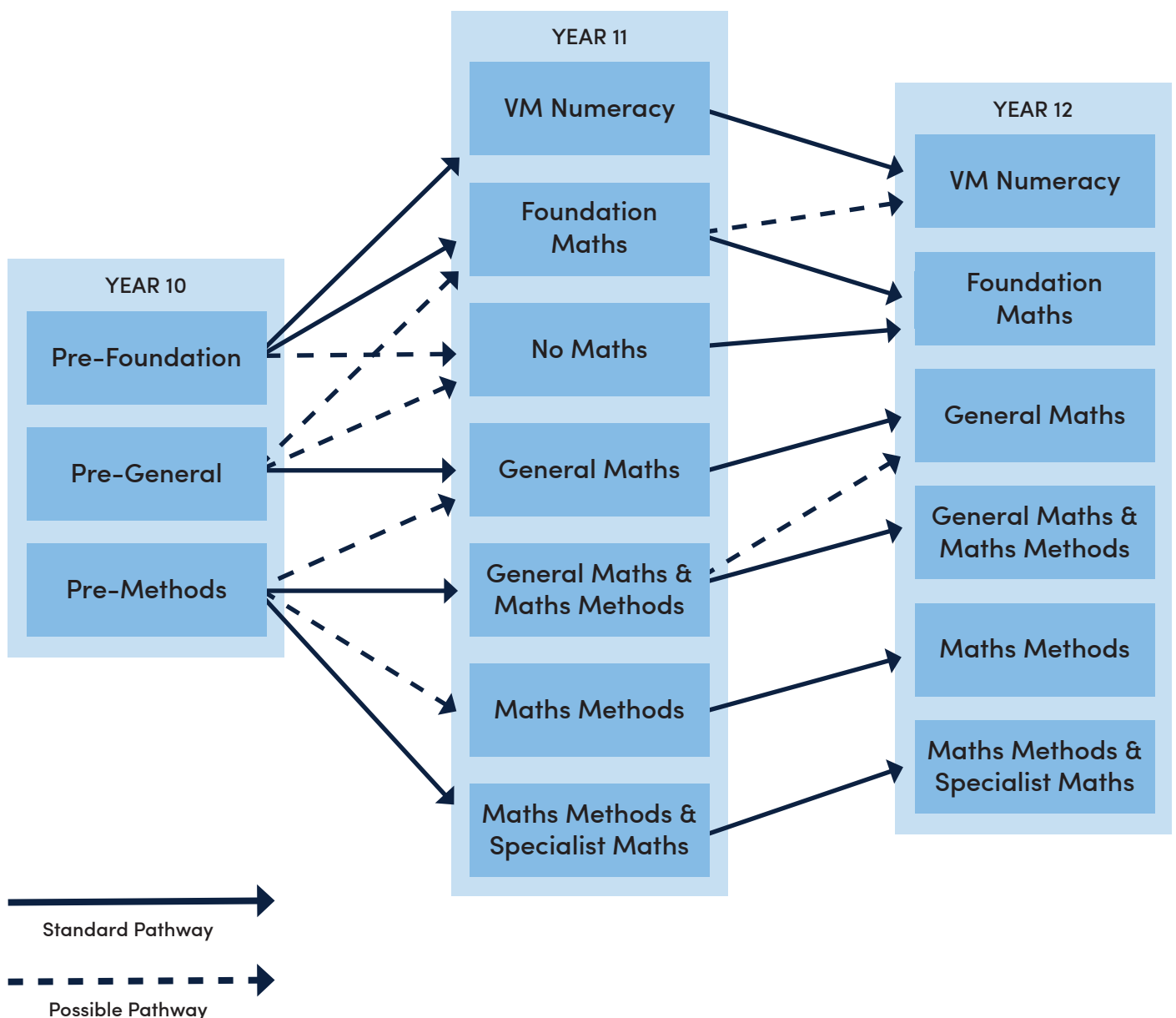
KLA	SUBJECT	PAGE
Maths	Intro Mathematics	37
	Foundation Mathematics 1+2	38
	Foundation Mathematics 3+4	39
	General Mathematics 1+2	40
	General Mathematics 3+4	41
	Mathematical Methods 1+2	42
	Mathematical Methods 3+4	43
	Specialist Mathematics 1+2	44
	Specialist Mathematics 3+4	45
English	English/EAL 1+2	46
	English/EAL 3+4	47
	Literature 1+2	48
	Literature 3+4	49
	English Language 1+2	50
	English Language 3+4	51
Health & PE	Health & Human Development 1+2	52
	Health & Human Development 3+4	53
	Physical Education 1+2	54
	Physical Education 3+4	55
	VET Sport & Recreation 1+2	56
	VET Sport & Recreation 3+4	57
	Year 11 Athlete Development Program	58
Humanities	Accounting 1+2	59
	Accounting 3+4	60
	Business Management 1+2	61
	Business Management 3+4	62
	Geography Unit 1+2	63
	Geography Unit 3+4	64
	Economics Units 1+2	65
	Economics Units 3+4	66
	History (Modern) 1+2	67
	History (Revolutions) 3+4	68
	Legal Studies 1+2	69
	Legal Studies 3+4	70

KLA	SUBJECT	PAGE
Science	Biology 1+2	71
	Biology 3+4	72
	Chemistry 1+2	73
	Chemistry 3+4	74
	Physics 1+2	75
	Physics 3+4	76
	Psychology 1+2	77
	Psychology 3+4	78
Food	VET Cookery 1+2	79
	VET Cookery 3+4	80
Languages	Italian 1+2	81
	Italian 3+4	82
Arts	Art Creative Practice 1+2	83
	Art Creative Practice 3+4	84
	Media 1+2	85
	Media 3+4	86
	Theatre Studies 1+2	87
	Theatre Studies 3+4	88
	Visual Communication Design 1+2	89
	Visual Communication Design 3+4	90
	Music Performance 1+2	91
	Music Performance 3+4	92
	Instrumental Music lessons	93
VCE VM	Literacy 1+2	95
	Literacy 3+4	96
	Numeracy 1+2	97
	Numeracy 3+4	98
	Personal Development 1+2	99
	Personal Development 3+4	100
	Work-related skills 1+2	101
	Work-related skills 3+4	102
	Structured Workplace Learning Recognition Unit 1	103
	Structured Workplace Learning Recognition Unit 2	104

INTRO MATHEMATICS

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. VCE Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes. It is also designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

The flowchart below shows some of the many possible mathematics pathways from year 10 through to the end of year 12.



UNITS 1 AND 2

SUBJECT OVERVIEW

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other studies.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study, and require a scientific calculator.

UNIT 1

Throughout the semester students develop their fluency, understanding, problem-solving and reasoning across the topics:

- Estimation and Ratios
- Statistics
- Finance
- Measurement

UNIT 2

Throughout the semester students continue to develop their fluency, understanding, problem-solving and reasoning across the topics:

- Estimations and Patterns
- Data Interpretation
- Consumer Mathematics
- Shapes and Location

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Estimation and Ratios:** students convert percentages to fractions and ratios, determine percentages of amounts, and calculate a unit rate to find the cost of products.
- **Statistics:** students analyse graphs, categorise data and form reasonable conclusions from visual representations.
- **Finance:** students investigate credit cards to learn about their advantages and disadvantages and calculate salaries and wages.
- **Measurement:** students refine their ability to conceptualise and calculate perimeter, area and volume of various standard and non-standard shapes.
- **Estimations and Patterns:** students interpret and manipulate algebraic expressions, using substitution to evaluate.
- **Data Interpretation:** students grow their statistics knowledge to compare data sets using measure of spread and centre.
- **Consumer Mathematics:** has an emphasis on current and future financial commitments such as calculating debts, interest rates, house prices and decision making for spending.
- **Shapes and Location:** Students investigate the relationship between two dimensional and three dimensional shapes and extend their knowledge into understanding technical drawings and mapping.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Topic Tests
- Application Tasks

Unit 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

PRE-FOUNDATION MATHS

UNITS 3 AND 4

SUBJECT OVERVIEW

Foundation Mathematics Unit 3 & 4 provides further consolidation of skills and knowledge students will need to be numerate and solve problems in their personal life, work place, further study, and community and global settings.

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, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without technology. They should have competence with relevant mental and by-hand approaches to estimation and computation.

UNIT 3

In Unit 3, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Number
- Finance (Running a Business)
- Measurement

UNIT 4

In Unit 4, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Finance (Managing Money)
- Data
- Finance (Understanding the World)

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Number:** Students will continue to develop their skills in fractions, percentages, ratios and algebra to apply them to real life problems. They will also use formulas to graph and analyse different situations.
- **Finance (Running a Business):** Students will continue their work with equations and formulas to solve and graph problems. They will also look into some financial skills around running a business in; fixed and variable costs, setting prices, GST and paying staff
- **Measurement:** Throughout this topic students will develop their geometry skills in; perimeter, area, similar shapes, surface area, volume and scales. With the goal of planning for a house and budgeting for that.
- **Finance (Managing Money):** Students learn about personal financial options that they may face in the future. They focus on GST, inflation, Loans, Investments, savings accounts, buying and renting.
- **Data:** Students learn to investigate and compare data distributions by using different graphical representations. They will calculate and interpret summary statistics to make informed decisions.
- **Finance (Understanding the World):** Students use percentage, finance and data skills to analyse problems that affect people in different populations. Some of the areas of focus are; taxes, household costs, superannuation, global warming, exchange rates, share markets and the gender pay gap.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Mathematical Investigations

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Office Management
- Trades
- Retail and Sales
- Health and Community Services
- Government and Public Administration

UNITS 1 AND 2

SUBJECT OVERVIEW

This course is designed for students who have demonstrated a sound understanding of Year 10 Mathematics. Across all topics, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, networks and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

UNIT 1

In Unit 1, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Linear Relationships and Equations
- Univariate Data
- Matrices
- Financial and Recursion

UNIT 2

In Unit 2, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Bivariate Data
- Variation (Non-Linear Relationships)
- Geometry & Trigonometry
- Networks

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Linear Relationships:** Students learn to interpret and graph linear functions, solve simultaneous equations.
- **Univariate Data:** Students learn to investigate and compare data distributions, including types of data, displaying data, and summarizing data.
- **Matrices:** Students are introduced to matrices, including using matrices to store and display information, matrix arithmetic, inverse matrices, and transition matrices.
- **Finance and Recursion:** Students explore arithmetic and geometric sequences associated with finance.
- **Bivariate Data:** Students investigate relationships between two numerical variables as scatterplots, and fitting a line of best fit.
- **Variation:** Students explore variation, including numerical, graphical, and algebraic approaches, transformation of data to linearity, and modelling of non-linear data.
- **Geometry & Trigonometry:** Students apply trigonometric concepts, similar shapes and objects, perimeter, area, volume, and surface area.
- **Networks:** Students study graphs and networks, including notations, conventions, and representations of graphs.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Topic Tests
- Application Tasks
- Mathematical Investigations

Unit 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

PRE-GENERAL MATHEMATICS

UNITS 3 AND 4

SUBJECT OVERVIEW

General Mathematics Unit 3 & 4 follows on from General Mathematics Unit 1 & 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

UNIT 3

In Unit 3, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Data Analysis
- Recursion and Financial Modelling

UNIT 4

In Unit 4, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Matrices
- Networks and Decision Mathematics

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Data Analysis:** Students learn to investigate and compare data distributions. Calculate and interpret summary statistics to make informed decisions. Transform data in a number of ways to appropriately predict and forecast using linear associations.
- **Finance and Recursion:** Students explore financial concepts, such as loans and investments through the use of recursion and rules. Calculating interest rates, length of loans and total interest paid using the Finance Solver function on the CAS, to help make informed financial decisions.
- **Matrices:** Students learn to use matrices to represent real world situations. Using mathematical operations with matrices by hand and on the CAS to solve problems using systems.
- **Networks and Decision Mathematics:** Students learn to represent and analyze relationships between objects using networks. Use graph theory to solve problems (e.g. shortest paths, minimum spanning trees, minimizing cost in assignment).

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Application Task
- Modelling Tasks
- Problem Solving Tasks

End of Year Examinations:

- Multiple Choice Exam
- Short Answer Exam

WHAT ELSE DO I NEED TO KNOW?

Some career paths of interest: Finance, Marketing and Sales, Education, Accounting and Government Administration

Prerequisites: There are a number of university courses that may require you to complete a Unit 3 & 4 Maths subject such as Engineering, Education & Teaching, Law, Medicine and Health, Business, Economics & Accounting, ICT (Computer Sciences) and Science and Technology

UNITS 1 AND 2

SUBJECT OVERVIEW

Mathematical Methods Unit 1 & 2 provides 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. In undertaking this unit, 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, algorithms, algebraic manipulation, equations, graphs and differentiation and antidifferentiation, with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad II) to produce results and carry out analysis.

UNIT 1

In Unit 1, students are required to apply techniques, routines and processes involving rational and real arithmetic in routine and non-routine contexts in the topics:

- Linear and Quadratics
- Functions, Graphs and Transformations
- Polynomials and Pseudocode

UNIT 2

In Unit 2, students are required to apply techniques, routines and processes involving rational and real arithmetic in routine and non-routine contexts in the topics:

- Exponential and Logarithmic Functions
- Circular Functions
- Calculus
- Discrete Probability

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Linear and Quadratics:** Students review graphing, solving and modelling real-world situations using linear and quadratic functions.
- **Functions, Graphs and Transformations:** Students study functions, including domain and range, types of functions, graphing techniques, and transformations of functions.
- **Polynomials and Pseudocode:** Students are introduced to operations, factorising, graphing, analysing polynomial functions, and following basic pseudocode.
- **Exponential and Logarithmic Functions:** Students study graphing, analysing, solving exponential and logarithmic equations, as well as modelling real-world situations (population growth, chemical reactions).
- **Circular Functions:** Students explore sine, cosine, and tangent functions, graphing, analysing and solving circular functions.
- **Calculus:** Students are introduced to basic calculus concepts, including limits and rates of change. They develop their understanding of calculus, including differentiation, rules for differentiation, and applications of differentiation.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Topic Tests
- Application Tasks
- Mathematical Investigations

Units 1 & 2 Examinations:

- Technology free exam
- Technology active exam

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

PRE-MATHEMATICAL METHODS

UNITS 3 AND 4

SUBJECT OVERVIEW

Mathematical Methods Units 3 & 4 extend the introductory study of simple elementary functions of a single real variable, to include combination of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. 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, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology (CAS calculator).

UNIT 3

In Unit 3, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Functions Relations and Graphs
- Algebra Number and Structure

UNIT 4

In Unit 4, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Calculus
- Data Analysis, Probability and Statistics

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Functions Relations and Graphs:** Students develop an advanced understanding of functions, including; polynomial, rationals, exponential, and trigonometric functions. With a focus on graphical analysis, interpretation, function composition and inverses
- **Algebra Number and Structure:** Students develop their algebraic techniques, including; solving complex equations and inequalities, manipulating algebraic expressions, understanding number systems and their properties.
- **Calculus:** Students learn about differentiation and integration using different techniques (chain, product and quotient rules). They apply these calculus skills to applications of differentiation (e.g. maxima, minima, optimization), as well as applications of antidifferentiation and definite integrals (area under and between curves).
- **Data Analysis, Probability and Statistics:** Students develop their understanding of probability concepts including; conditional probability, independence, discrete random variables, continuous random variables, binomial distributions and normal distributions.
- Students also focus on analysing and interpreting data using summary statistics and confidence intervals.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Application, Modelling & Problem Solving Tasks

End of Year Examinations

- Technology free exam
- Technology active exam

WHAT ELSE DO I NEED TO KNOW?

Some career paths of interest: Engineer, Data Analyst/Scientist, Economist, Financial Analyst, Statistician

Prerequisites: There are a number of university courses that may require you to complete Unit 3 & 4 Maths Methods such as Engineering, Aviation, ICT (Computer Sciences), Science and Technology and Extension Programs (select universities)

UNITS 1 AND 2

SUBJECT OVERVIEW

Specialist Mathematics Unit 1 & 2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Students considering this course should be curious about the 'why?' behind the maths they have learnt so far, and enjoy wrestling with challenging and novel problems.

UNIT 1

Unit 1 is 'pure maths'. Students apply techniques and processes in routine and non-routine contexts in the following topics:

- Proofs and Number Systems
- Sequences & Series
- Matrices
- Combinatorics
- Logic and Algorithms
- Graph Theory

Students develop the ability to communicate clearly and precisely using mathematical language and notation.

UNIT 2

Unit 2 is 'applied maths'. Students apply techniques and processes in routine and non-routine contexts in the following topics:

- Trigonometric Applications and Identities
- Graphing
- Complex Numbers
- Vectors
- Sampling

Students develop their algebraic skills and expand their toolkit, preparing themselves for calculus in Unit 3 & 4.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

The Unit 1 & 2 specialist maths course is broken into 16 topics, each of which is framed as a question:

- What exactly is a number?
- When is a proof a proof?
- When can an infinite sum give a finite result?
- How can matrices help solve a system of equations?
- What is the secret to winning at poker?
- Why is mathematical logic so important to electricians?
- What is Pseudocode?
- How can we describe networks mathematically?
- What does it mean to be fluent in algebra?
- Why do astronauts need to understand trigonometry?
- Why do all circular functions start with sin, cos and tan?
- How many different types of function can you name?
- What makes Complex Numbers so elegant?
- How does matrix multiplication transform a vector?
- What does it really mean to multiply vectors?
- Why is the Central Limit Theorem so important for statisticians?

Students who successfully complete the course will be able to answer all these questions.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Topic Tests
- Application Tasks
- Mathematical Investigations

Unit 1 & 2 Examinations:

- Technology free exam
- Technology active exam

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

PRE-MATHEMATICAL METHODS

*Note that students who study Specialist Maths must also be studying Maths Methods.

UNITS 3 AND 4

SUBJECT OVERVIEW

Specialist Mathematics Units 3 & 4 consist of the areas of study 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

In reality approximately 50% of the course is calculus as students rapidly expand their toolkit, giving them the ideal preparation for undergraduate study in competitive courses in maths, science, computer science, engineering and commerce fields.

UNIT 3

In Unit 3, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Complex Numbers
- Vectors
- Lines and Planes
- Functions, Relations and Graphs
- Differentiation
- Antidifferentiation

UNIT 4

In Unit 4, students are required to apply their skills and knowledge in both routine and non-routine situations for the topics:

- Integration
- Differential Equations
- Kinematics
- Vector Calculus
- Distributions of Sample Means
- Hypothesis Testing
- Logic and Proof

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

The Unit 3 & 4 Specialist Maths course is broken into 13 topics, each of which is framed as a question. Some of these questions consolidate and build upon learning from Unit 1 & 2 while others are entirely new:

- What makes complex numbers so elegant?
- What does it really mean to multiply vectors?
- How do we describe 3D lines and planes using vectors?
- Why do all circular functions start with sin, cos and tan?
- What can differentiation tell us about types of change?
- Why is antidifferentiation a better name than integration?
- How is integration different for areas, volumes and lengths?
- When can differential equations give us an analytical solution?
- How can we apply calculus to motion in one dimension?
- Is calculus different in two or three dimensions?
- Why is the Central Limit Theorem so important for statisticians?
- How confident can we be in Hypothesis testing?
- What makes an elegant proof?

Students who successfully complete the course will be able to answer all these questions

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Application, Modelling & Problem Solving Tasks

End of Year Examinations:

- Technology free exam
- Technology active exam

WHAT ELSE DO I NEED TO KNOW?

Some career paths of interest: Engineer, Data Analyst/Scientist, Physicist, Statistician, Computer Scientist and Software Engineer.

Prerequisites: There are a number of university courses that may require you to complete Unit 3 & 4 Maths Methods. For these courses Specialist Maths is advantageous and students who do not study Specialist Maths may need to complete additional 'catch-up' modules whilst at university.

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE English Units 1 & 2 focus on developing students' skills in reading, writing, speaking, listening, and viewing across a range of text types and contexts. Students explore how language is used to create meaning and how texts reflect and shape cultural values, perspectives, and contexts. Through studying texts from different times, places, and voices, students build their analytical and creative communication skills. The subject encourages students to respond critically and thoughtfully, while crafting their own texts for different purposes and audiences.

UNIT 1

In this unit, students engage with both reading and writing, exploring how texts create meaning and how they can craft their own. Through the study of a set text, students make personal connections with characters, ideas, and values, and consider how elements such as structure, voice, and language shape meaning and reflect human experiences. They also study a range of mentor texts to examine how effective writing works in different contexts and for different audiences. Drawing on these, students experiment with their own writing, developing their own voice and refining their craft. Throughout, students reflect on their ideas and choices.

UNIT 2

In Unit 2, students develop advanced skills in reading, viewing, and analysing texts, focusing on how meaning is shaped through language, structure, and context. They explore a set text of a different type than Unit 1, engaging critically with ideas and context to deepen their understanding and analytical writing. Students also examine a range of persuasive texts related to a contemporary issue, analysing how arguments are constructed through language, evidence, and visuals to influence audiences. Building on this, they apply their knowledge by crafting and delivering their own oral presentations that express a clear point of view. Throughout the unit, students refine their writing through drafting, feedback, and revision to develop coherence and persuasive impact.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Reading and Viewing:** You'll read and watch different texts, learning how writers and creators use language and visuals to share ideas and influence audiences.
- **Textual Analysis:** You'll explore how texts are structured and written, and analyse how authors/directors use text construction to convey ideas and particular views and values.
- **Understanding and Creating Arguments:** You'll analyse how arguments work in media and practise creating your own, using persuasive language and evidence.
- **Crafting Effective and Cohesive Writing:** You'll write in different styles and learn how to organise your ideas clearly, edit your work, and use language to suit various contexts, audiences and purposes.
- **Collaborative Discussion and Speaking:** You'll take part in collaborative in-class discussions, as well as structured oral point of view presentations, building confidence in expressing your ideas and listening to others.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analytical essay writing
- Creative writing and accompanying written explanations
- Oral presentation

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ENGLISH

JOURNALISM

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE English Units 3 & 4 is, in many ways, an extension of Units 1 & 2. Units 3 & 4 build on and extend students' skills in reading, writing, speaking, listening, and viewing, with a focus on more complex and nuanced texts. Students analyse how language and argument are used to influence audiences, and explore how contexts, values, and perspectives shape meaning. They develop and refine their ability to create written and spoken texts for specific purposes and audiences, demonstrating precision, insight, and control. Through critical and creative engagement with a diverse range of texts, students deepen their understanding of language and its power in society.

UNIT 3

In Unit 3, students critically engage with a set text, analysing how authors use vocabulary, text structures, language features, and context to construct meaning and position readers. They explore the social, cultural, and historical influences that shape texts and affect audience interpretation, developing sustained analytical writing supported by evidence and metalanguage. Through discussion and reflection, students refine their ideas and writing skills, with EAL students receiving additional contextual support. In addition, students draw on mentor texts to inspire and experiment with their own creative writing, considering purpose, audience, and context to craft original and effective texts.

UNIT 4

In Unit 4, students deepen their critical reading and viewing skills to analyse how texts convey complex ideas, values, and conflicts through language, structure, and context. They explore how social, cultural, and historical factors shape meaning and influence audience interpretation, refining their analytical writing with clear argumentation and evidence. Further, students examine contemporary media texts debating a significant national issue by analysing the interplay of language, visuals, and argument strategies to understand how audiences are positioned. They develop and present their own point of view orally.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Understanding and analysing texts:** You'll apply reading and viewing strategies to explore how vocabulary, text structures, language features and context shape meaning and position audiences.
- **Critical and analytical writing:** You'll plan, draft and refine structured analytical responses that integrate textual evidence and metalanguage to develop insightful interpretations.
- **Creating and experimenting with texts:** You'll generate, craft and revise original texts with clear purpose and audience awareness, experimenting with vocabulary, structures and language features
- **Discussion, listening and presentation skills:** You'll engage actively in discussions, apply active listening, and use conventions of spoken texts to present ideas with clarity and persuasive effect.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analytical essay writing
- Creative writing and accompanying written explanations
- Oral presentation

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

English as an Additional Language (EAL) is available for eligible students, who learn alongside mainstream English students

Career paths of interest:

- Writing and publishing – journalist, editor, content creator
- Education – teacher, lecturer, librarian
- Communications and media – media analyst, public relations officer, speechwriter, policy advisor
- Creative arts – film critic, scriptwriter, screenwriter
- Law and advocacy – lawyer, paralegal, community advocate

ENGLISH

LITERATURE

UNITS 1 AND 2

SUBJECT OVERVIEW

Units 1 and 2 of VCE Literature introduce students to the rich and diverse world of literary texts, focusing on how meaning is created and interpreted. Students explore the relationship between form, language, and meaning, and reflect on how their own and others' contexts and experiences shape textual interpretation. Across a range of texts, students engage in close analysis, explore different literary movements and genres, and develop their own creative and analytical responses. They are encouraged to think critically, write with insight and flair, and participate in wider literary conversations. These units foster a deep appreciation for storytelling, authorial craft, and the cultural, historical and social influences that inform texts and their readings.

UNIT 1

Students explore how literary texts create meaning through language, structure, and stylistic choices. They develop skills in close reading and analysis, considering how their own experiences and contexts influence interpretation. Students examine a variety of texts across different forms and genres, engaging deeply with the craft of writing and the views that the author expresses. Through both analytical and creative responses, they begin to develop their own critical and imaginative voices as readers and writers.

UNIT 2

Students explore the relationship between texts and the contexts in which they are produced and read. They analyse how historical, social and cultural settings shape a text's language, ideas and representations, and consider how meaning is inscribed through context. Students also engage with the voices and perspectives of Aboriginal and Torres Strait Islander peoples, examining the ways in which identity, Country, and culture are expressed through literature. Through critical and oral responses, students reflect on their own values and assumptions and deepen their understanding of how literature both reflects and challenges dominant narratives.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Close analysis of form, features and language:** You'll examine how authors use literary forms, features and language choices to craft meaning, identifying and analysing textual details through close reading of passages or whole texts.
- **Exploration of views and values:** You'll reflect on and investigate the points of view, ideas, assumptions and values embedded in texts, considering how historical, social and cultural contexts shape interpretations.
- **Engagement with literary movements and genres:** You'll explore texts grouped within distinctive literary movements or genres, identifying shared conventions, patterns, and thematic concerns.
- **Creative and critical expression:** You'll experiment with language and form to produce creative responses inspired by your reading, while developing analytical writing and discussions that express individual interpretations with clarity and insight.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analytical responses to selected passages from the texts
- Creative response that either reworks the text or creates an original piece
- Participation in a Socratic Seminar

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ENGLISH

JOURNALISM

UNITS 3 AND 4

SUBJECT OVERVIEW

In Units 3 and 4 of VCE Literature, students deepen their analytical and creative engagement with texts through close reading, interpretation, and understanding textual transformation. They explore how meaning is shaped by literary form, features and language, and context, and specifically examine how adaptations can offer new perspectives on familiar works. Students develop multiple interpretations of texts, informed by their own views and values as well as scholarly perspectives. Through a range of analytical and creative responses, students refine their voice as readers and writers, appreciating literature's complexity and its place in broader cultural conversations.

UNIT 3

Students investigate how texts create meaning through form, features and language, and how these elements are transformed when a text is adapted from one form into another. They analyse the original and adapted versions of a text to evaluate how different contexts and creative decisions influence interpretations. Students also develop their own critical readings of a set text, considering the views, values and assumptions it presents, and how these are shaped by historical, social and cultural contexts. By engaging with a scholarly or theoretical supplementary reading, students reflect upon how their original interpretations have been enriched, challenged and/or contested.

UNIT 4

Students explore how texts can be creatively transformed by experimenting with voice, style, and form to produce their own imaginative responses. Drawing on their knowledge of a studied text, they adapt elements such as character, setting, and narrative perspective to reflect the original's views and values. Students also undertake a close analysis of a set text, examining how specific literary features and key passages contribute to its overall meaning. Through both creative and analytical writing, students refine their interpretive skills and deepen their understanding of literature as a crafted form.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Close analysis of form, features and language:** You'll examine how authors use literary forms, features and language choices to craft meaning, identifying and analysing textual details through close reading of passages or whole texts.
- **Exploration of views and values:** You'll reflect on and investigate the points of view, ideas, assumptions and values embedded in texts, considering how historical, social and cultural contexts shape interpretations.
- **Engagement with literary movements and genres:** You'll explore texts grouped within distinctive literary movements or genres, identifying shared conventions, patterns, and thematic concerns.
- **Creative and critical expression:** You'll experiment with language and form to produce creative responses inspired by your reading, while developing analytical writing and discussions that express individual interpretations with clarity and insight.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Close analysis responses to passages from various texts
- Multimedia presentation to compare an adapted text with the original text
- Written interpretation of a text's views and values
- Compare and analyse original and new interpretations of a text
- Creative response to a text

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest: Writing and publishing (journalist, editor, content creator), Education (teacher, lecturer, librarian), Communications and media (media analyst, public relations officer, speechwriter, policy advisor), Creative arts (film critic, scriptwriter, screenwriter), Law and advocacy (lawyer, paralegal, community advocate)

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE English Language Units 1 and 2 introduce students to the study of language as a structured system. Rather than focusing on literary texts or persuasive writing, this subject examines how language works, how it is used across different contexts, how children acquire it, and how it changes over time. Students develop a precise metalanguage to analyse spoken and written texts, exploring the features of English at the level of sound, word, sentence, meaning, and discourse. The subject encourages students to approach language with curiosity and rigour, building skills in close linguistic analysis and extended writing.

UNIT 1

In Unit 1, students explore the nature of language and how it functions as a system of communication. They are introduced to the five subsystems of English: phonetics and phonology (sound), morphology and lexicology (words and their structure), syntax (sentences), semantics (meaning), and discourse (extended language in context). Students examine how these subsystems work together and how language varies according to context, purpose, and audience. They also investigate the differences between spoken and written language, developing skills in analysing authentic language samples using appropriate metalanguage.

UNIT 2

In Unit 2, students investigate how language changes over time and how Australian English has developed its own distinct character. They explore the historical development of English, examining the processes through which new words are created, borrowed, or lost. Students also study how contemporary Australian English varies across different social groups, regions, and registers, considering how factors such as age, gender, and cultural background shape the way people speak and write. Through analysis and extended writing, students develop their understanding of language as a dynamic, living system.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Linguistic analysis using metalanguage:** You will learn to identify and analyse language features across the five subsystems, applying technical terminology accurately to real language samples.
- **Understanding language as a system:** You will explore how the different elements of English work together to create meaning, and how these vary across different modes and contexts.
- **Language acquisition:** You will investigate how children develop language from infancy, examining the stages of acquisition and the factors that influence it.
- **Language change and variation:** You will study how and why English changes over time, and how Australian English reflects the country's history, culture, and social diversity.
- **Analytical and extended writing:** You will practise writing analytical commentaries and essays that present clear arguments supported by linguistic evidence.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Short answer questions on language features and subsystems
- Essay on language acquisition or language change
- Analytical commentary on a language sample
- Units 1 and 2 Examinations

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ENGLISH

JOURNALISM

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE English Language Units 3 and 4 extend students' skills in linguistic analysis with a focus on language variation, social purpose, and identity. Students apply their knowledge of the subsystems to analyse a wide range of formal and informal spoken and written texts, examining how language choices reflect and shape who we are and how we relate to others. They explore how different social groups use language to signal identity, negotiate power, and construct meaning. Through sustained analytical writing, students develop precision, control, and depth in their engagement with language as a social phenomenon.

UNIT 3

In Unit 3, students investigate how language varies according to social purpose and context. They analyse informal language samples, including everyday conversation and casual written communication, examining how speakers and writers adapt their language choices to suit their audience and relationship. Students then turn to formal language, analysing texts from professional, institutional, and public contexts. Across both areas of study, students apply the subsystems of language to produce detailed analytical commentaries, developing their ability to make specific, evidence-based claims about how language works in real situations.

UNIT 4

In Unit 4, students explore the relationship between language and identity. They examine how language is used to signal membership of social groups and how variation in language use reflects factors such as age, gender, ethnicity, and regional background. Students consider how attitudes towards language variation are shaped by social values and how language can be used as a marker of inclusion or exclusion. They also develop their ability to write extended analytical essays, synthesising their understanding of language variation into sustained, well-evidenced arguments.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Close linguistic analysis:** You will apply the subsystems of language to analyse formal and informal texts in detail, identifying patterns and making precise claims about how language constructs meaning.
- **Understanding social variation:** You will explore how and why language varies across different social groups, contexts, and purposes, developing a nuanced understanding of the relationship between language and society.
- **Language and identity:** You will examine how language choices reflect and construct individual and group identities, and how attitudes towards language variation operate in the broader community.
- **Analytical and extended writing:** You will practise writing analytical commentaries and essays that present clear arguments supported by linguistic evidence.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analytical commentary on an informal language sample
- Analytical commentary on a formal language sample
- Essay on language variation and identity

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

English Language is a new subject at THS, offered for the first time in 2027. Unit 3+4 will be available to students in 2028.

Career paths of interest:

- Linguistics and language research
- Education – teacher, speech pathologist, ESL educator
- Communications and media – copywriter, editor, policy advisor
- Law and advocacy – lawyer, paralegal
- Psychology and social sciences

UNITS 1 AND 2

SUBJECT OVERVIEW

Health and Human Development (HHD) explores the understanding of individual and community health and wellbeing across different stages of life. Starting off with a focus on youth health, including the factors that influence it and health inequalities experienced by different groups, it then examines the development of health from conception to adulthood and explores how Australia's healthcare system supports health and wellbeing.

UNIT 1

Health and wellbeing as a concept is explored with varied and evolving perspectives and definitions. Students explore the fundamental conditions required for health as stated by the World Health Organisation, which provide a social justice lens for exploring health inequities. With a focus on youth, this unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

UNIT 2

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Lifespan development knowledge:** Students learn about human development from conception to adulthood, including physical, social, emotional, and intellectual changes across the lifespan.
- **Health data analysis:** Students develop skills to interpret and analyse health data, including identifying trends and drawing conclusions from statistics and graphs.
- **Identifying and understanding health inequalities:** Students investigate health inequalities among different population groups in Australia and explore the underlying causes of these differences.
- **Evaluating health promotion strategies:** Students examine various health promotion initiatives and assess their effectiveness in improving youth and community health outcomes.
- **Critical thinking and application:** Students apply concepts to real-life scenarios, developing the ability to make informed decisions and suggest solutions to health-related issues.
- **Research and inquiry skills:** Students plan and conduct research on health topics, using credible sources to gather, organise, and present findings.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- 60 minute timed tasks
- Structured questions
- Data analysis
- Short answer tests

Unit 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

HEALTHY MIND, HEALTHY BODY

HEALTH

UNITS 3 AND 4

SUBJECT OVERVIEW

Students examine health and wellbeing in both Australian and global contexts, with a focus on Australia's health status, the role of the health system, and strategies to promote health, including the biomedical and social models of health and the Ottawa Charter. Students will then explore global health and human development, including the Sustainable Development Goals, global health issues, and the role of international and Australian aid in improving health outcomes worldwide.

UNIT 3

Students explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models.

UNIT 4

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goals and objectives of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Understanding Australia's health status and the burden of disease
- Applying the principles of the social model of health and the Ottawa Charter
- Examining global health and sustainable development
- Comparing health outcomes globally
- Data interpretation and analysis
- Critical thinking and application of concepts
- Research, analysis, and evaluation skills

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Structured questions
- Extended response questions
- Analysis and evaluation questions

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest: Nursing and Midwifery, Health Promotion, Allied Health Professions, Social Work and Community Services, Teaching and Education, Health Policy and Management, International Development and Humanitarian Aid, Mental Health and Counselling

UNITS 1 AND 2

SUBJECT OVERVIEW

In Units 1 and 2, students explore how the body moves and the factors that influence movement and participation in physical activity. Unit 1 focuses on the musculoskeletal and cardiorespiratory systems and how they respond to physical activity. Unit 2 examines the social and environmental influences on participation, as well as how planning, participating in, and reflecting on physical activity can improve health and performance.

UNIT 1

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance.

UNIT 2

Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Developing movement analysis skills:** Students analyse movement patterns and biomechanics to improve technique and performance in physical activities.
- **Applying training principles and methods:** Students plan and participate in physical activity programs, learning how to apply and evaluate training principles for improving fitness and performance.
- **Data collection and interpretation:** Students collect and interpret data related to physical activity levels, fitness, and movement, using this to inform decision-making.
- **Reflective and analytical thinking:** Students reflect on their own participation in physical activity and analyse ways to enhance performance and health outcomes.
- **Research and communication skills:** Students conduct investigations and clearly present their findings using appropriate terminology and evidence-based reasoning.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Timed tests
- Multiple choice short answer questions
- Practical tests
- Written reports
- Written reflections on practical tasks

Unit 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

EXERCISE SCIENCE

SPORT COACHING AND
PHYSICAL ACTIVITY

ATHLETE DEVELOPMENT PROGRAM

UNITS 3 AND 4

SUBJECT OVERVIEW

Students explore how the body produces and uses energy for movement and how performance can be improved through training and recovery strategies. Unit 3 focuses on energy systems, fatigue, recovery, and the biomechanical and skill acquisition principles that influence performance. Unit 4 examines training program design, chronic adaptations to training, and sociocultural and ethical issues related to performance enhancement in sport.

UNIT 3

Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4

Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Applying biomechanical principles:** Students use biomechanical concepts such as force, motion, and levers to analyse and improve technique and efficiency in movement.
- **Designing and evaluating training programs:** Students apply training principles and methods to design, implement, and assess fitness programs aimed at improving specific performance goals.
- **Data collection and performance analysis:** Students collect and interpret physiological, psychological, and sociological data to evaluate individual and team performance.
- **Applying contemporary issues in sport:** Students critically explore ethical and practical issues in physical activity and sport, including the use of performance-enhancing substances and technologies.
- **Using evidence-based decision making:** Students develop their ability to make informed decisions using data and scientific principles to support athlete performance and wellbeing.
- **Research and communication skills:** Students strengthen their ability to research, evaluate sources, and communicate findings using correct physical education terminology and concepts.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Structured and extended response questions
- Laboratory and written reports
- Case study

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Exercise Science/Sport Science
- Physiotherapy/Occupational Therapy
- Physical Education Teaching
- Fitness and Personal Training
- Sports Coaching
- Athletic Training and Rehabilitation
- Sports Management and Event Coordination
- Paramedicine
- Health Promotion and Public Health

UNITS 1 AND 2

SUBJECT OVERVIEW

This study introduces students to the diverse sport and recreation industry, focusing on participant health, wellbeing, and the development of practical skills. Through exploring industry structures and roles, as well as engaging in practical activities, students gain knowledge and experience to promote safe, inclusive, and effective participation in sport and recreation settings.

UNIT 1

Unit 1 provides foundational knowledge about the sport and recreation industry, including its sectors, career opportunities, and community impact. It also explores how physical activity supports participant health and wellbeing, emphasizing safe participation and the factors influencing involvement in sport and recreation.

UNIT 2

Unit 2 focuses on practical skill development, teaching students how to plan and participate in training activities. It covers fitness components, training principles, and techniques for effective and safe involvement in various sport and recreation activities, promoting personal improvement and teamwork.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Assisting in planning and conducting sport and recreation sessions:** Students learn how to support the delivery of safe, inclusive, and engaging physical activity sessions under supervision.
- **Understanding workplace safety and risk management:** Students develop knowledge of occupational health and safety (OHS) procedures, including identifying hazards and following safe work practices.
- **Using and maintaining sport and recreation equipment:** Students gain hands-on experience in setting up, checking, and storing equipment safely and effectively.
- **Developing communication and customer service skills:** Students learn how to interact professionally with participants, peers, and supervisors to provide quality service.
- **Building teamwork and leadership skills:** Through group activities and practical sessions, students develop confidence in leading and working collaboratively with others.
- **Understanding roles in the sport and recreation industry:** Students explore the range of job opportunities and responsibilities within the sector, helping them make informed career choices.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

VET Sport and Recreation is assessed through **competency-based** assessment. This means students must demonstrate that they can perform tasks to an industry standard. Assessment includes:

- Observation of practical skills
- Workbooks and written learning tasks
- Online tests
- Simulated scenarios

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

SPORT COACHING AND
PHYSICAL ACTIVITY

ATHLETE DEVELOPMENT PROGRAM

UNITS 3 AND 4

SUBJECT OVERVIEW

Units 3 and 4 build on the foundations of the earlier units by deepening students' understanding of program delivery and operational aspects within the sport and recreation industry. These units focus on applying practical skills in real-world contexts, including planning, conducting, and evaluating sport and recreation activities, while developing leadership, communication, and teamwork abilities.

UNIT 3

Unit 3 develops students' skills in organizing and delivering sport and recreation programs. Students learn how to coordinate sessions, manage resources, and provide quality participant experiences. Emphasis is placed on leadership, communication, and ensuring safety throughout program delivery.

UNIT 4

Unit 4 explores the behind-the-scenes operations involved in sport and recreation settings. This includes understanding workplace safety, customer service, marketing, and event management. Students gain practical experience in implementing and evaluating operational plans that support effective service delivery.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Planning, conducting, and evaluating sport and recreation programs
- Leading groups and developing leadership skills
- Applying risk management and emergency response procedures
- Understanding legal and ethical responsibilities
- Using effective communication in leadership roles
- Working effectively in a sport and recreation workplace
- Evaluating performance and improving delivery

HOW WILL I BE ASSESSED IN THIS SUBJECT?

VET Sport and Recreation is assessed through **competency-based** assessment. This means students must demonstrate that they can perform tasks to an industry standard. Assessment includes:

- Observation of practical skills
- Workbooks and written learning tasks
- Online tests
- Simulated scenarios

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Sports Coach
- Fitness Instructor
- Outdoor Recreation Leader
- Lifeguard
- Activity Program Leader

UNIT 2

SUBJECT OVERVIEW

This subject is a continuation of the Year 10 Athlete Development Program. Students are required to have completed this course to be admitted into the Year 11 program.

Year 11 ADP continues to provide specialised and tailored training to meet the needs of athletes in their differing fields. It also includes the continuation of student's studies of VET Sport and Recreation.

UNIT 2

Unit 2 focuses on practical skill development, teaching students how to plan and participate in training activities. It covers fitness components, training principles, and techniques for effective and safe involvement in various sport and recreation activities, promoting personal improvement and teamwork.

Units include:

- Maintain sport, fitness and recreation industry knowledge
- Provide quality service
- Respond to interpersonal conflict
- Organise personal work priorities
- -Continuously improve officiating skills and knowledge

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Assisting in planning and conducting sport and recreation sessions:** Students learn how to support the delivery of safe, inclusive, and engaging physical activity sessions under supervision.
- **Understanding workplace safety and risk management:** Students develop knowledge of occupational health and safety (OHS) procedures, including identifying hazards and following safe work practices.
- **Using and maintaining sport and recreation equipment:** Students gain hands-on experience in setting up, checking, and storing equipment safely and effectively.
- **Developing communication and customer service skills:** Students learn how to interact professionally with participants, peers, and supervisors to provide quality service.
- **Building teamwork and leadership skills:** Through group activities and practical sessions, students develop confidence in leading and working collaboratively with others.
- **Understanding roles in the sport and recreation industry:** Students explore the range of job opportunities and responsibilities within the sector, helping them make informed career choices.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

VET Sport and Recreation is assessed through competency-based assessment. This means students must demonstrate that they can perform tasks to an industry standard.

Assessment includes:

- Observation of practical skills
- Workbooks and written learning tasks
- Online tests
- Simulated scenarios

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ATHLETE DEVELOPMENT PROGRAM

HUMANITIES

ACCOUNTING

UNITS 1 AND 2

SUBJECT OVERVIEW

Accounting teaches students how to record and report financial data for small businesses. It builds skills useful for personal financial literacy, employment, and running a business.

UNIT 1

Students explore how accounting is used to record and report financial data for a service business operated by a sole trader. They analyse the role of accounting in business success or failure and learn how to prepare and interpret financial reports to support decision-making for stakeholders.

UNIT 2

Students focus on accounting for a sole proprietor of a trading business. They record financial data, prepare reports using both manual methods and ICT, and analyse performance related to inventory, accounts receivable, accounts payable, and non-current assets. Students recommend strategies to improve business outcomes based on their evaluations.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Recording Financial Data:** Use accounting processes to record transactions for sole proprietors.
- **Preparing Reports:** Prepare income statements, balance sheets, and cash flow statements.
- **Financial Analysis:** Interpret financial and non-financial data to assess performance.
- **Budgeting Skills:** Create and analyse budgeted reports to predict outcomes.
- **Problem-Solving:** Recommend strategies to improve business operations.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Exercises and structured questions, using manual methods and ICT
- Practical tasks: preparing journals and reports
- Extended-response questions applying accounting theory

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

BUSINESS & CIVICS

PRE-GENERAL MATHS

PRE-METHODS MATHS

HUMANITIES

ACCOUNTING

UNITS 3 AND 4

SUBJECT OVERVIEW

Accounting teaches students how to record and report financial data for small businesses. It builds skills useful for personal financial literacy, employment, and running a business.

UNIT 3

Students record and report financial data for a trading business using a double-entry system and accrual accounting. They learn how to value and record inventory, prepare and analyse accounting reports to assess business performance, apply accounting principles and qualitative characteristics, and use this information to make informed business decisions.

UNIT 4

Unit 4 focuses on balance day adjustments to ensure accurate profit determination, and on preparing and using budgets to plan for future business performance. Students analyse accounting reports to evaluate profitability, liquidity and stability. They apply financial and non-financial indicators to support decision-making and consider the ethical implications of business strategies.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Ethical Decision-Making:** Consider ethical and financial impacts when making accounting and business decisions.
- **Inventory Management:** Apply methods to value inventory and record inventory losses or gains accurately.
- **Balance Day Adjustments:** Record and explain adjustments like depreciation, prepaid expenses, and accrued revenues.
- **Recording Financial Data:** Use double-entry and accrual methods to record transactions for small businesses.
- **Preparing Reports:** Prepare income statements, balance sheets, and cash flow statements.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Exercises and structured questions, using manual methods and ICT
- Practical tasks: preparing journals, ledgers budgets and reports
- Extended-response questions applying accounting theory

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Accountant
- Small Business Owner
- Bookkeeper
- Auditor
- Economist
- Business Manager
- Financial Analyst

UNITS 1 AND 2**SUBJECT OVERVIEW**

These units explore how businesses are created and planned, focusing on the start-up phase. You'll learn about legal requirements, marketing, staffing, and financial management, and analyse contemporary case studies to understand how businesses succeed in real-world contexts.

UNIT 1

In this unit, you'll explore how business ideas are developed and planned. You'll investigate what makes a good business, how the environment affects business success, and why businesses matter to the economy and society. From brainstorming ideas to planning your own business, this unit is hands-on, practical, and a great intro to the world of business.

UNIT 2

In Unit 2, you'll bring business to life by planning, setting up, and running your own Market Day stall. You'll explore how to establish a business, including legal requirements, marketing, staffing, and finances. Using real case studies, you'll learn what makes a business run smoothly and how to make smart, ethical decisions in a real-world context.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Teamwork & Collaboration:** Participate in group assessments and run your own market day stall.
- **Planning & Problem-Solving:** Develop strategies to solve business challenges and meet objectives.
- **Evaluation Skills:** Assess and compare business strategies and management practices.
- **Real-World Application:** Apply your knowledge to real business scenarios and case studies.
- **Communication:** Discuss and present business ideas with clarity and evidence.

HOW WILL I BE ASSESSED IN THIS SUBJECT?**School-Assessed Coursework (SACs):**

- Case study analysis of small and large businesses
- Short-answer and extended-response questions
- School-Assessed Tasks (SATs):
- Market Day Report

Units 1 & 2 Examinations**WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?****BUSINESS AND CIVICS**

UNITS 3 AND 4

SUBJECT OVERVIEW

In Units 3 & 4, you'll explore how businesses manage performance and respond to change. You'll analyse real case studies, evaluate strategies, and learn how leadership and planning help businesses improve and adapt in a changing environment.

UNIT 3

In Unit 3, you'll explore how businesses are managed to achieve their goals. You'll look at different types of businesses, their objectives, and stakeholders. You'll learn strategies for managing staff and operations, and analyse real business case studies to see how theory plays out in practice.

UNIT 4

In Unit 4, you'll learn how businesses manage and respond to change. You'll explore strategies to improve performance, analyse key performance indicators, and apply change management models. Using recent case studies, you'll evaluate how real businesses adapt and lead through change.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Evaluation Skills:** Assess and compare business strategies and management practices.
- **Real-World Application:** Apply your knowledge to real business scenarios and case studies.
- **Analytical Thinking:** Analyse Australian businesses and their operations.
- **Decision-Making:** Make informed and justified business recommendations.
- **Communication:** Discuss and present business ideas with clarity and evidence.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Case study analysis of small and large businesses
- Short-answer and extended-response questions

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Manager
- Human Resources Officer
- Entrepreneur
- Small Business Owner
- Financial Analyst
- Marketing Specialist
- Advertising Executive

UNITS 1 AND 2

SUBJECT OVERVIEW

Students explore human interactions with the environment. They investigate natural and human processes, apply fieldwork skills, analyse data, and evaluate responses to geographic issues through structured reports.

UNIT 1

In this unit, students investigate how people respond to natural and human-induced hazards and disasters. They explore causes and impacts of events like floods, bushfires, and disease, and consider how climate change and human activity intensify them. Students study two hazards and evaluate responses using fieldwork, data analysis, and a structured fieldwork report.

UNIT 2

In this unit, students investigate the nature, development and impacts of tourism at local, regional and global scales. They explore different forms of tourism, how it has changed over time, and the challenges of achieving ethical and sustainable tourism. Students use Australian and international examples and complete a structured fieldwork investigation and report.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Spatial Thinking:** Analyse geographic patterns and distributions at various scales.
- **Geographic Understanding:** Learn how natural and human processes shape places and environments.
- **Sustainability Concepts:** Explore strategies for managing environments and reducing impacts from hazards and tourism
- **Data Skills:** Interpret and use maps, graphs, and spatial data to make sense of geographic information.
- **Fieldwork Techniques:** Plan and conduct investigations to gather and analyse geographic data.
- **Critical Analysis:** Evaluate human responses and management approaches to geographic challenges.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs)

- Analysis of geographic data
- Case study analysis of a geographical hazard or tourism location

School-Assessed Tasks (SATs):

- Fieldwork Reports

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

GEOGRAPHY

HUMANITIES

GEOGRAPHY

UNITS 3 AND 4

SUBJECT OVERVIEW

Students explore how people interact with environments, studying land use changes and population trends. They apply fieldwork and data analysis skills to responses to environmental and social challenges.

UNIT 3

Students examine global land cover changes like melting ice sheets and deforestation, exploring causes, impacts, and responses across scales. They conduct local fieldwork on land use change, analyse environmental and social effects, and evaluate geospatial technology's role. A structured fieldwork report is completed for assessment.

UNIT 4

Unit 4 focuses on population dynamics, studying how fertility, mortality, and migration shape global patterns. Students explore rapid growth and ageing trends, examining related challenges. They evaluate government and NGO strategies and use geospatial technologies and data analysis to assess the effectiveness of population responses.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Spatial Thinking:** Analyse patterns and changes in land cover, population, and environments across scales.
- **Geographic Understanding:** Explore how natural processes and human activities shape land use and population dynamics.
- **Sustainability Concepts:** Investigate strategies to manage environmental and population challenges sustainably.
- **Data Skills:** Interpret and analyse maps, graphs, and geospatial data.
- **Fieldwork Techniques:** Plan and conduct investigations to gather and analyse geographic data.
- **Critical Analysis:** Evaluate responses to land use change and population trends.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analysis of geographic data
- Case study analysis of geographic issues

School-Assessed Tasks (SATs):

- Fieldwork Reports

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Tertiary Pathways: While VCE Geography runs under the Humanities Learning Area at Thornbury High School, it is a pathway into both Arts and Science degrees at university.

Career paths of interest:

- Town Planner
- Architecture
- Engineering
- Environmental or Sustainability Consultant
- Surveyor
- GIS / Mapping Specialist
- Population Analyst/Demographer
- Disaster Response Planner
- Environmental Scientist

HUMANITIES

ECONOMICS

UNITS 1 AND 2

SUBJECT OVERVIEW

Economics explores how individuals, businesses, and governments make decisions to meet society's needs. Students learn key concepts like supply and demand, market power, behavioural economics, economic growth and living standards, using real-world examples.

UNIT 1

In Unit 1, students explore the foundations of economics, including how consumers, businesses, and governments make choices. They learn about supply and demand, market efficiency, and incentives, and investigate how behavioural economics challenges traditional models. Real-world examples and case studies help students understand how economic decisions shape society.

UNIT 2

Unit 2 focuses on economic activity and its role in improving living standards. Students examine economic growth, its benefits and limitations, and the effectiveness of current measures of wellbeing. Through two contemporary case studies, they apply economic tools to analyse local and global issues, considering various perspectives and evaluating possible responses.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Critical Thinking:** Apply economic theories to real-world situations and evaluate outcomes.
- **Data Interpretation:** Analyse and assess economic data to draw meaningful conclusions.
- **Problem-Solving :** Use logic and evidence to explore economic challenges and propose solutions.
- **Communication:** Present ideas clearly in both written and verbal forms.
- **Research and Comparison:** Investigate case studies and current issues from multiple perspectives.
- **Argument Construction:** Build and defend logical, well-reasoned arguments.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Data interpretation and analysis tasks
- Short-answer and extended-response questions on economic concepts
- Case study investigations of current economic issues

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

BUSINESS AND CIVICS

UNITS 3 AND 4

SUBJECT OVERVIEW

In these units, you will investigate how economic decisions impact individuals, businesses, and governments. You'll explore the factors that influence economic performance, examine government policies, and analyse global economic issues using real data and case studies.

UNIT 3

Unit 3 focuses on economic decision-making and performance in Australia. Students explore the factors that influence economic growth, inflation, unemployment, and the balance of payments. They examine how government policies, such as monetary and fiscal measures, are used to manage the economy and respond to challenges, aiming to improve living standards and overall economic stability.

UNIT 4

Unit 4 examines global economic issues such as international trade, economic development, and the impact of global events on economies. Students analyse policies and strategies that promote sustainable economic growth and development, exploring how countries manage challenges like poverty, inequality, and environmental sustainability in a globalised world.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Critical Thinking:** Evaluate economic theories and their application to real-world problems.
- **Data Analysis:** Interpret graphs, statistics, and economic indicators to assess economic performance.
- **Problem-Solving:** Explore economic challenges and propose solutions based on evidence.
- **Research Skills:** Investigate economic issues using primary and secondary sources.
- **Communication:** Present clear, logical arguments.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analysis of budgetary and monetary policy decisions
- Extended written responses on Australia's economic performance
- Data analysis using graphs, statistics and trends

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Economist
- Financial Analyst
- Policy Advisor
- Market Researcher
- International Trade Specialist
- Business Consultant
- Economic Development Officer

UNITS 1 AND 2

SUBJECT OVERVIEW

Students explore how history is represented in film, images and texts. They build skills in writing, analysis, research and reporting, while investigating how the past shapes the present and the forces behind major social, cultural and political change.

UNIT 1

In Unit 1, students examine social, political, economic and cultural change from the late 19th to mid-20th century. They explore post-WWI impacts, economic crises, new ideologies like fascism, and how states like Nazi Germany used power to control society and suppress dissent.

UNIT 2

In Unit 2, students explore the Cold War, its global impact, and the clash between democracy and communism. They examine challenges to political, economic and social systems, the rise of social movements like Civil Rights, and analyse the origins and impact of geopolitical conflicts in the world today.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Source Analysis:** Use primary and secondary sources to investigate the past and support historical arguments.
- **Historical Thinking:** Explore continuity and change across different societies and time periods.
- **Perspective Awareness:** Analyse a range of historical views and experiences.
- **Argument Construction:** Build evidence-based interpretations of causes and consequences of change.
- **Critical Evaluation:** Assess the significance and impact of events, movements, and ideologies.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Evaluation of historical sources and extended responses
- Historical inquiry

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

HISTORY

UNITS 3 AND 4

SUBJECT OVERVIEW

Students investigate the causes and consequences of the American and Russian revolutions, analysing the ideas, events, individuals and popular movements which contributed, and the consequences on post-revolutionary society. Students construct arguments using primary and secondary sources, and consider how historical perspectives give insight into continuity and change.

UNIT 3

Students study the events, ideas, leaders and movements that caused the American Revolution. Students analyse visual representations, including cartoons and posters, as well as written documents, to build a picture of the short and long term causes, and triggers of the revolution. Students also analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

UNIT 4

Students study the events, ideas, leaders and movements that caused the Russian Revolution. Students analyse visual and written sources to build a picture of the short and long term causes, and triggers of the revolution. Students also analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Critical Thinking:** Analysing complex events and narratives, evaluating evidence and multiple perspectives, recognising bias and assumptions.
- **Research Skills:** Locating and interpreting primary and secondary sources, drawing informed conclusions from various forms of evidence.
- **Written and Oral Communication:** Writing clear, persuasive arguments, structuring formal academic essays and reports logically.
- **Analytical Skills:** Understanding cause and effect, identifying patterns and connections over time, interpreting historical data, maps, and statistics.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Evaluation of historical sources and extended responses
- Historical inquiry

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Tertiary Pathways: Pathway into Arts, Law, History, and Social Sciences degrees

Career paths of interest:

- Archivist
- Museum Curator
- Heritage Officer
- Conservation Specialist
- Journalist or Historical Correspondent
- Researcher, Lawyer or Paralegal (history provides a strong pre-law background)
- Historian (independent or institutional)
- Research Analyst for think tanks or NGOs.

UNITS 1 AND 2

SUBJECT OVERVIEW

Students gain a broad understanding of how the law operates and impacts individuals and the community. They explore real-world legal processes through court and prison visits, media updates, and guest speakers, and consider how the law directly affects their lives.

UNIT 1

Students learn about legal foundations, including types and sources of law and the Victorian court hierarchy. They explore key principles of criminal and civil law and apply them to real or hypothetical cases. Students develop skills in reasoning and use legal principles to form judgments about criminal culpability and civil liability.

UNIT 2

Students investigate two criminal and two civil cases to evaluate how well sanctions and remedies uphold the principles of justice. They explore how rights are protected in Australia and one other country, consider possible reforms, and examine a significant Australian case related to rights protection.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Critical Thinking:** Analyse legal cases, identify key issues, evaluate arguments, and recognise bias.
- **Legal Understanding:** Apply legal principles to assess criminal culpability and civil liability.
- **Research Skills:** Interpret primary and secondary legal sources to draw informed conclusions.
- **Communication:** Present clear, well-reasoned legal arguments in written and oral forms.
- **Justice Evaluation:** Assess how well laws, sanctions, and remedies uphold fairness and rights.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Structured questions applying legal terminology and legislation
- Case study analysis of legal issues and disputes

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

BUSINESS AND CIVICS

MAKING & BREAKING THE LAW

HUMANITIES

LEGAL STUDIES

UNITS 3 AND 4

SUBJECT OVERVIEW

Students will learn how the law operates and affects the community and themselves. They will see the law in action through court and prison visits, stay informed about legal changes via media, and hear from guest speakers, helping them understand the law's direct impact on their lives.

UNIT 3

Students examine the justice system's methods and institutions, including the Victorian court hierarchy and legal bodies. They explore the roles of judges, juries, legal practitioners, victims' rights, and the effectiveness of sanctions and remedies in achieving justice. Students apply legal principles to real and hypothetical civil and criminal cases to evaluate fairness.

UNIT 4

Students explore how the Australian Constitution defines law-making powers of Commonwealth and state parliaments and protects citizens through checks on parliament. They learn about the High Court's role in interpreting the Constitution, investigate the relationship between parliament and courts, and consider how individuals, media, and law reform bodies influence law reform. They apply legal reasoning to real scenarios.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Critical Thinking:** Analyse legal cases, identify issues, evaluate arguments, and recognise bias.
- **Legal Terminology:** Use key legal terms accurately.
- **Justice Systems:** Explain features of Victorian civil and criminal systems and principles of justice.
- **Court Roles:** Describe roles of judges, juries, legal practitioners, and parties.
- **Research Skills:** Interpret primary and secondary sources to draw evidence-based conclusions.
- **Communication:** Present clear, persuasive legal arguments.
- **Legal Reasoning:** Apply principles to actual and hypothetical scenarios.
- **Law-Making & Reform:** Understand constitutional checks, law-making, and reform processes including referendums.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Structured questions applying legal terminology and legislation
- Case study analysis of legal issues and disputes

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Public Servant
- Police Officer
- Lawyer
- Judge
- Paralegal
- Legal Clerk
- Media Journalist
- Legal Correspondent
- Policy Advisor
- Human Rights Advocate
- Compliance, Court or Law Reform Officer
- Community Services Worker
- Government Agency Staff
- NGO Advocate

SCIENCE

BIOLOGY

UNITS 1 AND 2

SUBJECT OVERVIEW

Units 1 & 2 Biology explore how organisms regulate their functions by examining cell structure and cellular processes necessary for life. They explore specialised organ systems within plants and animals and consider how internal environments are maintained. Students consider the relationship between genes and factors that influence patterns of inheritance, and analyse asexual and sexual reproductive strategies. They investigate the interdependencies between species and their environments, and explore adaptations that enhance organisms' survival. Students explore the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding our unique Australian ecosystems.

UNIT 1

In Unit 1, students begin by explaining and comparing cellular structure and function and analysing the cell cycle and cell growth, death and differentiation. In the second area of study, students explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated. Students will also adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data in Area of Study 3.

UNIT 2

In Unit 2, students begin by explaining and comparing chromosomes, genomes, genotypes and phenotypes, and analysing and predicting patterns of inheritance. In the second area of study, students analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem. Students will also identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival in Area of Study 3.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Scientific inquiry and practical laboratory skills
- Skills in planning and conducting investigations
- Understanding of key biological concepts and application of biological knowledge to real-world contexts
- Communication of scientific ideas using appropriate terminology
- Use of biological evidence to draw conclusions and propose explanations
- Critical thinking and evidence based reasoning
- Understanding of bioethical issues and considerations

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-assessed Coursework (SACs):

- Laboratory report
- Biological case study analysis
- Analysis and evaluation of primary and/or secondary data
- Bioethical investigation
- Student-designed scientific investigation

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

BIOLOGY

PSYCHOLOGY

UNITS 3 AND 4

SUBJECT OVERVIEW

Units 3 & 4 Biology focus on how cells maintain life by investigating their workings. Students explore the relationship between nucleic acids and proteins in cellular processes and examine the role of enzymes in key biochemical pathways, photosynthesis, and cellular respiration. They investigate immune responses to pathogens and disease, and examine the biological consequences of DNA manipulation and the use of biotechnologies. Students also explore how Earth and species have changed over time and how these changes influence evolution, investigating species relatedness and examining the human fossil record as evidence of evolutionary change.

UNIT 3

Students analyse gene structure and expression in prokaryotic and eukaryotic cells, and proteins as diverse functional molecules. They examine the biological consequences of DNA manipulation and ethical considerations of DNA biotechnologies. Students explore the structure, regulation, and rate of biochemical pathways, including photosynthesis and cellular respiration, and how applying biotechnologies to these pathways could improve agricultural practices. They apply knowledge through case studies, data analysis, and examination of bioethical issues.

UNIT 4

Students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students also consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics as well as the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Scientific inquiry and practical laboratory skills
- Skills in planning and conducting investigations
- Understanding of key biological concepts and application of biological knowledge to real-world contexts
- Communication of scientific ideas using appropriate terminology
- Use of biological evidence to draw conclusions and propose explanations
- Critical thinking and evidence based reasoning
- Understanding of bioethical issues and considerations

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-assessed Coursework (SACs):

- Bioethical analysis
- Evaluation of biological concepts and methodologies from student practical activities
- Analysis and evaluation of primary and/or secondary data
- Biological case study analysis
- Student-designed scientific investigation

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Health and Medical Sciences: Medicine (Nursing, Doctor, Surgeon), Paramedicine, Medical Imaging
- Biological and Life Sciences: Geneticist, Microbiologist, Forensic biologist
- Environmental and Agricultural Sciences: Ecologist, Wildlife biologist, Agricultural scientist

SCIENCE

CHEMISTRY

UNITS 1 AND 2

SUBJECT OVERVIEW

In Units 1 & 2 Chemistry, students will expand on their knowledge of atomic structure, chemical bonding and quantitative chemistry with a focus on sustainability and the circular economy.

UNIT 1

Unit 1 focuses on how the development and use of materials for specific purposes is an important human endeavour. Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy, as well as conducting a research investigation into the sustainable production or use of a selected chemical.

UNIT 2

Unit 2 focuses on society's dependence on the work of chemists to analyse the materials and products in everyday use. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students continue developing their practical skills and conduct a student-adapted or student-designed scientific investigation involving the generation of primary data.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Understanding of atomic structure and the organisation of the periodic table.
- Practical laboratory skills including safe handling of chemicals and laboratory equipment
- Modelling techniques to interpret organic molecules and polymers
- Quantitative chemistry skills
- Science inquiry skills and presentation of scientific information related to student lead research
- Experimental design

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analysis of experimental findings from primary and secondary data
- Scientific reports
- Problem-solving and modelling activities
- Quizzes and application tasks
- Scientific posters

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

CHEMISTRY

PHYSICS

UNITS 3 AND 4

SUBJECT OVERVIEW

Following on from Units 1 & 2, students study energy sources including batteries, fuel cells and renewable energy sources. Focus is placed on their role in the development of a sustainable future and the circular economy. Knowledge regarding organic chemistry and chemical reactions is expanded upon.

UNIT 3

In Unit 3 students investigate the chemical production of energy and materials for society. Students analyse and compare different fuels as energy sources for society and explore food in the context of supplying energy in living systems. The purpose, design, and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

UNIT 4

Unit 4 is focused on carbon chemistry, as carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Assess the current and future options for supplying energy
- Green and sustainable chemistry for a circular economy
- How to optimise chemical reactions for both rate and yield.
- Categorisation and synthesis of organic compounds
- Analysis of and applications of organic chemistry
- Scientific inquiry skills and student lead experimental design

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Comparison and evaluation of at least two practical activities
- Analysis and evaluation of primary and/or secondary data
- Problem-solving and application to real-world contexts
- Case studies and chemistry scenarios
- Student-designed investigation

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Chemical Sciences (Analytical chemistry, Chemical engineering, Industrial chemistry)
- Medical Sciences (Medicine, Biomedical science, Pharmaceutical sciences, Environmental scientist, Laboratory technician)

SCIENCE

PHYSICS

UNITS 1 AND 2

SUBJECT OVERVIEW

Students examine fundamental ideas and models used by physicists to understand and explain energy. They investigate concepts such as nuclear processes, radioactivity, electricity and forces. They apply physics ideas and models to contemporary issues and undertake practical investigations to model phenomena that cannot be directly observed.

UNIT 1

Students examine models to understand light, thermal energy, radioactivity, nuclear processes and electricity. Students apply their understanding of these physics ideas to analyse contemporary societal issues such as communication, climate change, medical treatment and Australian home energy needs. They understand practical investigations to develop their understanding of physical concepts and improve their investigation planning and conducting skills.

UNIT 2

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions. Students investigate the forces involved in moving and stationary objects and choose a contemporary issue to research and apply their understanding to, such as flight, structural engineering, nuclear energy, climate science, music, sports science astrophysics and more. They conduct a student-designed investigation to generate primary data for analysis.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Apply physics models to describe real-world phenomena
- Application of physics ideas and concepts to current technologies and issues
- Scientific investigation and research methodology skills
- Skills in analysing data, drawing evidence-based conclusions, and evaluating sources

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- Analysis and evaluation of primary and/or secondary data
- Evaluated response to an issue within nuclear and atomic physics
- An explanation of a selected physics device, design or innovation
- A problem-solving investigation
- Student practical investigation

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

CHEMISTRY

PHYSICS

UNITS 3 AND 4

SUBJECT OVERVIEW

Students use Newton's laws to investigate motion and consider the importance of each of the three fundamental fields – gravitational, magnetic and electric – to the motion of particles within the fields. Students examine electricity and its uses in the home as well as in the design and operation of physics models and devices. Students will explore changes in the thinking of Physicists over time and analyse strengths and limitations of various physics models. Students are challenged to think beyond how they experience the physical world and are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern day devices.

UNIT 3

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of the motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators. Students analyse data and communicate findings within a student-designed scientific investigation.

UNIT 4

Students explore how a complex interplay exists between theory and experiment in generating models to explain natural phenomena. They investigate how ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had a significant impact on the understanding of the nature of light, matter and energy. Students investigate the limitations of wave theory and utilise quantum physics to explain particle-like properties of light during experiments. They will delve into the understanding that light and matter have been observed to have similar properties and how matter and energy have become almost synonymous amongst Physicists.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Apply physics models to describe real-world phenomena
- Application of physics ideas and concepts to current technologies and issues
- Scientific investigation and research methodology skills
- Skills in analysing data, drawing evidence-based conclusions, and evaluating sources

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School Assessed Coursework (SACs):

- An application of physics concepts to explain a model, theory, device, design or innovation
- Analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- Problem-solving, applying physics concepts and skills to real-world contexts
- Student practical investigation poster and logbook
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Astrophysicist
- Astronomer
- Cosmologist
- Engineering (Mechanical, Electrical, Aerospace, Civil)
- Pilot
- Radiographer
- Laboratory technician
- Climate Scientist

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE Psychology explores human thoughts, emotions, and behaviours through a scientific lens. Students investigate the biological, psychological and social factors that influence how people think, feel, and act. The subject combines theory with hands-on experimentation to develop scientific inquiry skills and an understanding of psychological models, key studies, and real-world applications. Psychology is ideal for students curious about the human mind, brain function, and behaviour.

UNIT 1

In this unit, students explore the interaction between biological, psychological and social factors that influence psychological development. They study brain function and structure, the nervous system, and how external and internal influences such as social roles, culture, and experiences shape who we are. Students investigate the impact of learning, memory, and development and conduct their own psychological investigations to explore human behaviour.

UNIT 2

This unit focuses on how individuals are influenced by social and environmental factors. Students examine the role of perception, including visual illusions and how the brain interprets sensory information. Topics include social cognition, attitudes, prejudice, and how groups affect individual behaviour. Students explore psychological research and conduct practical investigations that help them apply theories to real-world situations and critically evaluate findings.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Understanding of psychological theories, models, and contemporary research
- Scientific investigation and research methodology skills
- Skills in analysing data, drawing evidence-based conclusions, and evaluating sources
- Application of psychological concepts to real-life scenarios
- Communication using discipline-specific language
- Ethical considerations in psychological research

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Practical investigations and research reports
- Data analysis and response to stimulus materials
- Case study analysis and media evaluations
- Annotated posters or visual presentations
- Topic tests and short answer questions

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

BIOLOGY

PSYCHOLOGY

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Psychology Units 3 & 4 explore the complex interplay between the brain, cognition, and behaviour. Students deepen their understanding of the nervous system, mental health, stress responses, learning, memory, and consciousness. They use scientific inquiry and critical thinking to analyse contemporary psychological research and evaluate the application of psychological knowledge in real-world contexts. This subject prepares students for tertiary study in science, health, and humanities fields.

UNIT 3

Students examine the functioning of the nervous system and its role in responding to internal and external stimuli. They study the biological, psychological, and social factors that influence stress and how individuals respond to it. The unit explores the neural basis of learning and memory and investigates how experiences alter brain function and behaviour. Students also undertake a scientific investigation related to mental processes and behaviour.

UNIT 4

This unit focuses on the nature of consciousness and sleep, including the effects of sleep deprivation and the purpose of sleep. Students explore the concept of mental health and investigate phobias as a mental health disorder. They study the development and treatment of phobias using the biopsychosocial model and evidence-based interventions. The unit concludes with the completion and communication of findings from a student-designed scientific investigation.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- In-depth understanding of psychological processes such as learning, memory, stress, and mental health
- Ability to apply psychological models, theories and research to practical and personal contexts
- Research design, scientific investigation and ethical research methods
- Data analysis, interpretation of evidence, and critical evaluation
- Communication of psychological concepts using appropriate terminology and conventions
- Understanding of how psychology informs practices in health, education, sport, and social behaviour

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Data analysis and response to case studies
- Practical and research-based reports
- Media analysis and application of psychological theory
- Student-designed scientific investigation

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

- Strong literacy and analytical skills are important for success
- Regular revision and understanding of key psychological terminology are essential
- A scientific calculator is required for data analysis tasks
- Completing Units 1 & 2 Psychology is recommended but not mandatory

Career paths of interest:

- Clinical Psychology
- Counselling and Mental Health
- Psychiatry (with additional medical study)
- Social Work
- Education and Teaching
- Criminology and Forensic Psychology
- Human Resources/Organisational Psychology
- Health Promotion and Public Health
- Neuroscience and Research

UNITS 1 AND 2

SUBJECT OVERVIEW

VET Cookery provides students with a hands-on introduction to the world of commercial cookery. Delivered through the Certificate II in Cookery (SIT20421), this subject equips students with essential kitchen skills and foundational knowledge of working in the hospitality industry. Students will train in both simulated and real-world kitchen environments, learning to prepare and present food while following strict hygiene and safety standards.

UNIT 1

In Unit 1, students are introduced to the hospitality industry and safe work practices. They learn how to prepare basic dishes using various methods such as boiling, baking, frying, and grilling. Students also practise safe knife handling, learn to use kitchen equipment correctly, and understand how to clean and maintain a commercial kitchen space.

Key competencies may include:

- Using hygienic practices for food safety
- Using food preparation equipment
- Cleaning kitchen premises and equipment

UNIT 2

Unit 2 builds on the skills developed in Unit 1, introducing more complex food preparation techniques and dishes. Students explore menu planning, sustainable work practices, and stock control. They prepare a wider range of food items including sandwiches, salads, and simple entrees, with an emphasis on quality presentation.

Key competencies may include:

- Preparing dishes using basic methods of cookery
- Preparing and presenting sandwiches and salads
- Receiving and storing stock
- Participating in sustainable work practices

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Develop practical cookery skills using a variety of techniques and kitchen equipment.
- Learn to follow standard recipes and work efficiently in a team.
- Apply food hygiene and safety practices in a commercial kitchen.
- Understand workplace health and safety (WHS) and sustainability in hospitality.
- Gain confidence in time management, organisation, and problem-solving in food preparation.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

VET Cookery is assessed through **competency-based assessment**. This means students must demonstrate that they can perform tasks to an industry standard. Assessment includes:

- Observation of practical skills in the kitchen
- Workbooks and written tasks
- Projects and portfolios
- Simulated service situations
- Feedback from structured workplace learning (if applicable)

There are no exams, but students must meet all practical and theoretical requirements to be deemed competent in each unit.

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

PÂTISSERIE

FOOD STUDIES

UNITS 3 AND 4

SUBJECT OVERVIEW

VET Cookery Units 3 & 4 continue the nationally recognised Certificate II in Cookery (SIT20421). In these units, students deepen their cookery skills in a commercial kitchen environment while refining their understanding of food safety, teamwork, and kitchen operations. Students prepare a broader range of menu items using advanced cooking methods, gaining a more professional understanding of the hospitality industry. Completion of Units 3 & 4 provides a credit towards VCE and supports a pathway into apprenticeships, employment, or further study in cookery and hospitality.

UNIT 3

In Unit 3, students focus on improving consistency and presentation of dishes across different food groups (e.g., vegetables, poultry, eggs). They explore a wider variety of cookery methods and understand how to work effectively within a kitchen brigade. Emphasis is placed on preparing food to meet dietary requirements and customer expectations. Typical units may include:

- Prepare vegetable, fruit, egg and farinaceous dishes
- Prepare poultry dishes
- Work effectively in a commercial kitchen
- Use cookery skills effectively

UNIT 4

Unit 4 prepares students for real-world application of their cookery skills, including structured workplace learning (if applicable). Students finalise their portfolio of practical experiences and are expected to work more independently on complex dishes, demonstrating safe food handling and kitchen organisation under time pressure.

Typical units may include:

- Prepare meat dishes
- Maintain the quality of perishable items
- Participate in safe food handling practices
- Show teamwork and communication in hospitality settings

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Learn more advanced food preparation techniques and methods of cookery
- Gain greater confidence in planning and preparing multi-component dishes
- Work to industry timelines and standards in a fast-paced kitchen
- Strengthen teamwork, time management, and communication skills
- Understand stock control and sustainability in a commercial setting
- Apply food safety plans (HACCP) and follow detailed workplace procedures

HOW WILL I BE ASSESSED IN THIS SUBJECT?

Assessment is **competency-based**, meaning students are assessed on their ability to demonstrate specific skills to the required standard, including:

- Practical tasks observed in the kitchen
- Written reflections, workbooks, and industry scenarios
- Structured Workplace Learning (SWL) journal or logbook (recommended)
- Third-party reports from industry mentors or trainers (if applicable)

All units of competency must be successfully completed to obtain the certificate.

End of Year Exam

WHAT ELSE DO I NEED TO KNOW?

Students must wear a kitchen uniform and appropriate footwear, and maintain high standards of hygiene, safety, and behaviour in commercial or simulated kitchens.

Depending on the number of units completed, students may receive a Statement of Attainment or Certificate II.

Career paths of interest: Apprentice Chef / Commercial Cook, Kitchen Hand / Cook's Assistant, Pastry Cook (with further study), Event and Function Catering, Hospitality Management (with further education), Food Technology or Nutrition (university pathway), Café / Restaurant / Food Truck Owner

LANGUAGES

ITALIAN

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE Italian provides students with the opportunity to consolidate the language skills they have built as part of their 7-10 studies and improve their fluency and ability to use the language spontaneously.

UNIT 1

In Unit 1 students develop an understanding of the language and culture/s of Italian-speaking communities. Students access and share useful information through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

UNIT 2

In Unit 2 students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They demonstrate how perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Communication:** Interpersonal, Interpretive, Presentational
- **Cultural knowledge:** Relationship between language and culture, Intercultural awareness
- **Language and linguistic skill:** Language as a system – grammar, syntax, making connections between languages
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Reading, Listening and Viewing Comprehension Tasks
- Oral Tasks
- Written Tasks

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ITALIAN

ITALIAN IMMERSION
(BUSINESS & CIVICS)

UNITS 3 AND 4

SUBJECT OVERVIEW

By the end of Year 12, Italian students should have a sense of accomplishment knowing they can hold a conversation in an additional language and have the skills they need to continue broadening their horizons through language-learning, travel, and immersing themselves in different cultures.

UNIT 3

In Unit 3 students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours such as further study, travel, business or community involvement.

UNIT 4

In Unit 4 students investigate aspects of culture/ Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. They identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Communication:** Interpersonal, Interpretive, Presentational
- **Cultural knowledge:** Relationship between language and culture, Intercultural awareness
- **Language and linguistic skill:** Language as a system – grammar, syntax, making connections between languages
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.
- Gain confidence speaking Italian in real-world contexts in preparation for the oral exam!

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Reading, Listening and Viewing Comprehension Tasks
- Oral Tasks
- Written Tasks

End of Year Written Examination

End of Year Oral Examination

WHAT ELSE DO I NEED TO KNOW?

If you love learning Italian you might use your skills:

- To help you learn other languages
- To feel confident travelling overseas
- To connect with people around the world
- To broaden your horizons in terms of literature, art, music and architecture
- To build a sense of community

ART CREATIVE PRACTICE

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE Art Creative Practice introduces students to the role of art in both contemporary and historical cultures, emphasizing how artists shape and reflect society through their work. Students explore how art communicates personal experiences, ideas, cultural values, and beliefs, developing a deeper understanding of the impact of artistic expression both locally and globally.

UNIT 1

In Unit 1, students are introduced to the Structural and Personal Lenses to research and analyze artists, their practices, and their artworks. They explore how personal experiences and contexts influence the interpretation of meanings and messages in art. Through experiential learning activities, students experiment with at least three art forms, building skills in using materials, techniques, and processes to develop visual responses. They also document and reflect on their creative practice, understanding how artists conceptualize, develop, and make their artworks.

UNIT 2

Unit 2 focuses on investigating the artistic and collaborative practices of artists using the Cultural Lens and other interpretive lenses as appropriate. Students examine artworks from different periods and cultures to understand how artists interpret and communicate social and personal ideas. They explore collaborative practices by working with others to create collective artworks or engaging with audiences through interactive art. Students continue to document their art practice, reflecting on the relationship between the artist, artwork, and audience, and presenting their own artworks influenced by their research and collaborations.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Artistic Techniques:** Proficiency in various materials, techniques, and processes across multiple art forms.
- **Critical Analysis:** Ability to research, analyze, and interpret artworks using different interpretive lenses.
- **Creative Practice:** Development of a personal art practice informed by research, experimentation, and reflection.
- **Collaboration:** Skills in working collaboratively on art projects, understanding group dynamics, and integrating diverse ideas.
- **Communication:** Effectiveness in conveying ideas, experiences, and cultural values through visual language.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Research and Analysis Tasks

School-Assessed Tasks (SATs):

- Art-making Folios
- Collaborative Projects
- Documentation and Reflection
- Presentations

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ALL ABOUT ART

FASHION & TEXTILES DESIGN

ARCHITECTURE & PRODUCT DESIGN

ART CREATIVE PRACTICE

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Art Creative Practice is designed for students who are passionate about exploring their own creative voice while deepening their understanding of art in contemporary and historical contexts. Across Units 3 and 4, students investigate personal ideas, experiment with materials and techniques, and refine their art practice through critical reflection and conceptual development. This subject emphasises the creative process as a form of personal expression, cultural engagement, and professional inquiry.

UNIT 3

In this unit, you will explore the work of artists and gather inspiration to inform your own practice. You'll develop personal ideas, investigate materials, techniques and processes, and reflect on how meaning is constructed in art. Through guided and independent experimentation, you'll extend your understanding of artforms and produce a body of exploratory work documented in a Visual Arts Journal.

Key Focus:

- Investigating artists' practices and materials
- Developing personal ideas and directions
- Beginning to form a personal creative process
- Preparing and maintaining a Visual Arts Journal

UNIT 4

In Unit 4, you will consolidate your ideas and visual language into resolved artworks. You will continue to reflect critically on your creative process and evaluate your use of materials, techniques, and the effectiveness of your visual communication. You will also present your final artworks in an exhibition or curated display and write a reflection on your practice.

Key Focus:

- Finalising and presenting finished artworks
- Curating a display for an audience
- Critical and creative reflection
- Articulating visual intentions in writing and/or presentations

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Develop a sustained art practice informed by research, experimentation and analysis.
- Refine your use of visual language, symbols, and materials to express personal ideas.
- Critically engage with artworks from various times and cultures, including contemporary First Nations artists.
- Understand how artists' practices are influenced by social, cultural, political and personal factors.
- Document and reflect on your creative thinking and problem-solving processes.
- Produce finished artworks that communicate your intentions to an audience.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Analysis of artists and their practices

School-Assessed Task (SAT):

- Two finished artworks developed from a sustained investigation
- Documentation and reflection in your body of work using the interpretive lens.
- Exploration and development of materials and techniques
- Written and visual documentation of your creative practice

End of Year Examination:

- A written examination focusing on analysis and interpretation of artists' works, art practices, and art ideas.

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Fine Arts (Artist, Sculptor, Printmaker, Installation Artist)
- Art and Design (Illustrator, Graphic Designer, Industrial Designer)
- Photography and Visual Media
- Arts Administration and Curation
- Art Therapy
- Art Education and Teaching
- Cultural and Community Arts
- Animation and Game Design
- Architecture and Interior Design

UNITS 1 AND 2

SUBJECT OVERVIEW

Media explores the role of the media in shaping the way we see ourselves and the world around us. Students analyse and create media texts across formats, developing an understanding of narrative, representation, audience, and the impact of evolving technologies on production and consumption.

UNIT 1

Students investigate how representations and narratives are constructed in media texts. They analyse Australian stories, both fictional and non-fictional, and explore how media makers communicate meaning using codes and conventions. Students also create their own media representations using a range of forms and technologies.

UNIT 2

Students examine how media creators develop narrative and style across different forms and genres. They analyse the influence of new media technologies on individuals and society and undertake a major production task, applying technical and creative skills to develop a media narrative.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Media Literacy:** Analyse how meaning is constructed through media codes, conventions, representations and narratives.
- **Audience Awareness:** Understand how media shapes, reflects and influences audiences.
- **Narrative Design:** Explore genre, structure and creator style across media forms.
- **Production Skills:** Plan and produce media texts through pre-production, production, and post-production stages.
- **Critical Thinking:** Evaluate the impact of media institutions, technologies and cultural contexts.
- **Technical Proficiency:** Use industry-standard tools and technologies to create media products.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Media analysis tasks
- Short written responses
- Video essays
- School-assessed exam-style responses

School-Assessed Task (SAT):

- Production folios and short film

Units 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ENGLISH

MEDIA

ALL ABOUT ART

PHOTOGRAPHY

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Media is a dynamic subject that empowers students to become both skilled media creators and thoughtful media consumers. Across Units 3 & 4, students explore how stories are told across diverse media forms and consider how these stories reflect and shape our world. Through analysis of exemplar Media narratives, students develop the necessary skills to plan their own media product and participate in the comprehensive and rewarding process required to bring that vision to life. Whether you're a future filmmaker, content creator, communicator, or critical thinker, VCE Media develops the creative, technical and analytical skills to tell powerful stories and make sense of the media-saturated world around us.

Importantly, studying Media fosters both critical and creative thinking by encouraging students to analyse how meaning is constructed and how media influences society and audiences. It also empowers individuals to express their own ideas through storytelling and design, developing problem-solving and innovation skills in the process.

UNIT 3

In Unit 3, students explore how media narratives are constructed using codes and narrative conventions, and how these are shaped by social, cultural, and institutional contexts. They closely analyse existing narratives to deepen their understanding of media language and audience engagement. Students also begin developing their own media products, using research and experimentation to plan and document their ideas in the pre-production stage, laying the foundation for production in Unit 4.

UNIT 4

In Unit 4, students complete the production and post-production of their media product, refining their work through feedback and reflection. Additionally, students analyse the dynamic relationship between media and audiences, considering regulation, communication, and the evolving role of media creators and institutions.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Analyse Media Narratives:** Examine how stories are constructed using codes, conventions, and context to create meaning for audiences.
- **Explore the Relationship Between Media and Audiences:** Consider how media is consumed, interpreted, and regulated in a changing digital landscape.
- **Understand how Media Reflects and Shapes Social, Cultural, Political and Historical Values:** Determine how representations can challenge or reinforce dominant views.
- **Develop, Plan, Produce and Refine an Original Media Product:** Apply technical and creative skills using media technologies and processes reflective of the media industry.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- A two-part assessment including the development of a video essay and exam style questions.
- Short answer and extended response questions analysing the relationship between the media and audience.

School-Assessed Task (SAT):

- Development and research exploring ideas for a proposed media product including analysis of exemplar texts and audience research.
- Experimentation with media processes and technologies.
- Written and visual documentation representing the pre-production process for a proposed media product.
- The production, post-production and distribution of a media product.

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest: Filmmaking, Video Production, Screenwriting, Photography, Graphic or Web Design, Digital Marketing, Journalism, Animation, Game and Interactive Design and Public Relations

UNITS 1 AND 2

SUBJECT OVERVIEW

In Units 1 and 2 Theatre Studies, students explore theatre styles, script interpretation, production roles, performance skills, and analyse how theatre communicates meaning to audiences.

UNIT 1

History of theatre styles and conventions pre-1945

Students work in acting, direction and design with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work.

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

UNIT 2

Contemporary theatre styles and movements

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Performance Skills:** Developing voice, movement, and characterisation techniques for live performance.
- **Script Analysis:** Interpreting scripts to understand character motivation, context, dramatic structure, and thematic elements.
- **Production role Application:** Exploring design areas such as set, costume, lighting, sound, and direction to enhance theatrical meaning.
- **Collaborative Practice:** Working effectively as part of an ensemble to create and present polished performances.
- **Theatre History & Styles:** Gaining insight into theatrical traditions, movements, and innovators from different eras and cultures.
- **Critical Reflection:** Analysing and evaluating live and recorded performances with reference to context, intention, and audience impact.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Short written responses
- Analysis responses
- Performances and documentation
- Group and solo work

Units 1 & 2 Written Examinations

Units 1 & 2 Performance Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

THEATRE STUDIES

FASHION & TEXTILES DESIGN

UNITS 3 AND 4

SUBJECT OVERVIEW

In Units 3 and 4 Theatre Studies, students interpret scripts, specialise in production roles, and analyse live performances to explore theatre-making and theatrical interpretation.

UNIT 3

Producing theatre

In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance.

UNIT 4

Presenting an interpretation

In this unit, students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through the analysis and evaluation of a production they attend for their work in Area of Study 3. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Interpretive & Creative Control:** Making informed directorial and performance decisions that bring scripts and characters to life.
- **Production Realisation:** Designing and implementing stagecraft ('production role') elements—such as lighting, sound, costume, and set—to support your creative vision.
- **Theatrical Contexts:** Analysing how historical, social and cultural aspects influence theatre-making, and applying this understanding to your own work.
- **Critical Analysis & Reflection:** Evaluating live and recorded performances with insight and precision, using appropriate theatrical language.
- **Collaborative Leadership:** Taking initiative in group productions, leading with creativity and professionalism across all areas of performance and design.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Short written responses
- Analysis responses
- Performances and documentation
- Dramaturgical research

End of Year Performance Examination End of Year Written Examination

WHAT ELSE DO I NEED TO KNOW?

Theatre Studies builds transferable skills valued across many careers: confident communication, creative thinking, collaboration, leadership, time management, and adaptability. Students learn to interpret complex ideas, work under pressure, and bring projects to life—skills relevant in media, education, marketing, events, and beyond. Whether pursuing the arts or other industries, Theatre Studies nurtures versatile, reflective individuals equipped for creative and team-oriented work environments.

VISUAL COMMUNICATION DESIGN

UNITS 1 AND 2

SUBJECT OVERVIEW

Visual Communication Design study focuses on how visual language conveys ideas, information, and messages across various design fields. It emphasises the development of drawing skills and the application of design processes.

UNIT 1

In this unit, students explore how designers identify and address human-centered design problems. They investigate practices and processes used to discover and reframe such problems, including human-centered research and circular design processes. The unit introduces the Visual Communication Design (VCD) process and examines conceptions of good design. Students engage in practical exercises related to brand strategy and product development.

UNIT 2

Unit 2 focuses on understanding design within various contexts, emphasizing the importance of place, time, and cultural ownership. Students learn about interactive experiences and design environmental solutions. The unit covers design processes and encourages students to consider cultural sensitivities and responsibilities in design practices.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Drawing Skills:** Observational, visualisation, and presentation techniques for effective communication.
- **Design Elements & Principles:** Applying design elements and principles to create compelling visuals.
- **Technical Proficiency:** Using industry-standard software and traditional design methods.
- **Creative Problem-Solving:** Developing innovative responses to design briefs.
- **Critical Analysis:** Evaluating designs based on aesthetics, function and context.
- **Design Contexts:** Understanding historical and contemporary styles while respecting intellectual property.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- a written test on good design, the design process, design fields and design factors
- a presentation documenting human-centred research methods
- a written design brief
- investigation of culturally appropriate design practices

School-Assessed Tasks (SATs):

- Folio demonstrating the design process
- Folio of work exploring the four design fields
- Presentation of design concepts for a critique

Unit 1 & 2 Examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

ARCHITECTURE & PRODUCT DESIGN

ALL ABOUT ART

PHOTOGRAPHY

FASHION & TEXTILES DESIGN

VISUAL COMMUNICATION DESIGN

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Visual Communication Design explores how designers use visual language to communicate ideas and solve problems. Students develop skills in drawing, design thinking, and technical applications while considering cultural, ethical, and professional design practices.

UNIT 3

Students explore professional design practices and the role of designers in industry. They respond to design briefs, applying the Visual Communication Design (VCD) process to develop innovative solutions. Emphasis is placed on research, idea generation, and refinement, using digital and manual techniques to produce industry-standard design solutions.

UNIT 4

Building on Unit 3, students finalise and present their designs in response to a brief, ensuring their work meets audience and purpose requirements. They evaluate and refine their work, applying feedback and industry conventions. The unit culminates in the production of professional-standard design presentations.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Advanced drawing and visualisation techniques for communication.
- Application of design principles to industry-based projects.
- Proficiency in digital design tools and traditional rendering methods.
- Ability to develop, refine, and present professional-standard design solutions.
- Critical evaluation skills to assess and improve design work.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- A written comparative case study
- A comparative analysis of design examples
- Two practical design exercises documenting emerging skills in a selected field of practice

School-Assessed Tasks (SATs):

- Design folio documenting the DISCOVER, DEFINE, DEVELOP and DELIVER stages of the design process

End of Year Examination

WHAT ELSE DO I NEED TO KNOW?

Career paths of interest:

- Graphic Design
- Industrial Design
- Architecture
- Interior Design
- Fashion Design
- Media and Communication
- UX/UI Design

MUSIC PERFORMANCE

UNITS 1 AND 2

SUBJECT OVERVIEW

Students build musicianship and reflect on their roles as listeners and performers. They analyse music, explore diverse practices, and develop skills to communicate and interpret musical ideas effectively.

UNIT 1

Organisation in Music

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

UNIT 2

Effect in Music

Students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

This study enables students to:

- Develop and practise musicianship
- Perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- Communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- Explore and strengthen personal music interests, knowledge and experiences
- Use imagination and creativity, and personal and social skills in music making
- Access pathways to further education, training and employment in music
- Participate and present in life-long music learning and the musical life of their community.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Written and aural theory
- Performance
- School-assessed exam-style responses

Unit 1 and 2 examinations

WHAT SUBJECTS FROM YEAR 10 DOES THIS FOLLOW ON FROM?

MUSIC PERFORMANCE

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

It is, however, compulsory for the student to be enrolled in their primary instrument lessons with a specialist teacher for Units 3 & 4.

UNITS 3 AND 4

SUBJECT OVERVIEW

Students explore interpretation by analysing performers and reimagining existing works. They address technical and stylistic challenges, study music language, and prepare a performance program including ensemble, Australian, and reimagined works.

UNIT 3

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

UNIT 4

Students continue building a performance program for their final exam, aligned with their Statement of Intent. The program includes a reimagined existing work and an original piece by an Australian artist created since 1990.

They study the work of other performers, exploring interpretation and personal voice, and refine strategies to enhance their own performance. Students further develop techniques to address technical, expressive, and stylistic challenges in their chosen works.

They also listen and respond to a broad range of contemporary music, deepening their understanding of music language concepts.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Develop and Present a Performance Program:** Design a performance program that includes a reimagined work, using strategies suited to various performance contexts and spaces.
- **Communicate Artistic Intent:** Express interpretive ideas clearly through live performance, demonstrating personal voice and creativity.
- **Apply Instrumental and Stylistic Techniques:** Use appropriate performance conventions to convey musical ideas with technical control and stylistic awareness.
- **Engage in Aural and Structural Analysis:** Analyse contemporary music excerpts through critical listening and explore how musical elements and compositional devices are used.
- **Collaborate and Perform Effectively:** Demonstrate ensemble skills, respond to musical cues, and show refined control of tone, rhythm, and interpretation.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

School-Assessed Coursework (SACs):

- Written and aural theory
- Performance
- School-assessed exam-style responses

End of Year External Performance Examination End of Year Written Examination

WHAT ELSE DO I NEED TO KNOW?

It is compulsory for the student to be enrolled in their instrument lessons with a specialist teacher.

Studying music opens doors to diverse careers, including performing, composing, producing, teaching, and therapy. Roles range from musician, songwriter, and producer to sound engineer, music teacher, therapist, arts administrator, sound designer, session musician, and journalist—each offering unique ways to engage with and contribute to the world of music.

INSTRUMENTAL MUSIC

EXTRACURRICULAR INSTRUMENTAL LESSONS RUN OUTSIDE OF NORMAL CLASS TIME AND DO NOT CONTRIBUTE TO GAINING A VCE CERTIFICATE.

In extracurricular tuition, students explore the technical, expressive and creative capabilities of their primary instrument in conjunction with the study of VCE Music Performance or as an extracurricular activity.

They work collaboratively and independently across a wide range of styles and in various ensembles to build on and apply their understanding of melodic, harmonic and rhythmic concepts. This directly links to the study of compositional, historical and cultural elements, as well as an in-depth analysis of performance repertoire. Students receive instrumental lessons from a specialist teacher on their instrument and participate in a range of performances as part of their ongoing assessment and enjoyment.

*Please note that this is co-curricular if the student is undertaking VCE Music as it is a requirement of the course that students learn from a private teacher, here or externally.

VCE VOCATIONAL MAJOR



The VCE Vocational Major (VM) is a vocational and applied learning program within the Victorian Certificate of Education (VCE), designed for students in Years 11 and 12. It provides students with a hands-on, practical learning experience that prepares them for further education, training and employment.

VCE VM focuses on real-world knowledge and skills development, integrating academic learning with workplace and community experiences. It is built around four core subjects: Literacy, Numeracy, Work-Related Skills, and Personal Development Skills, and includes Vocational Education and Training (VET) as a mandatory component. Students also complete structured workplace learning as part of the program.

This certificate is suited to students who thrive in applied learning environments and are interested in pursuing apprenticeships, traineeships, further TAFE studies or entering directly into the workforce. VCE VM ensures students gain valuable life and employability skills while working towards their future career goals.

UNITS 1 AND 2

SUBJECT OVERVIEW

The VCE Vocational Major (VM) Literacy program is designed to enhance students' abilities to read, write, speak, and listen effectively in various contexts, including personal, social, and workplace environments. It emphasizes applied learning, allowing students to engage with real-world scenarios and practical tasks.

UNIT 1

Unit 1 looks at different types of texts—like books, films, and digital media—and why people choose to engage with them. Students will explore a variety of texts from local and global perspectives, including First Nations and multicultural voices, and learn how purpose, audience, and culture shape these texts. They will also improve their digital literacy by learning to assess the reliability and effectiveness of websites, podcasts, and social media.

UNIT 2

In this area of study, students explore issues marked by disagreement, analysing the values and beliefs that shape different perspectives and how these apply to vocational or workplace contexts. They engage with a variety of texts that present diverse opinions on local and global issues, examining how language is used to influence audiences. Students also practise using persuasive language and develop their own reasoned responses through respectful discussion across various formats.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Persuasive Techniques:** Understand the structures and language of written, spoken, and multimedia content.
- **Literacy techniques:** Apply proper grammar, punctuation, and spelling while understanding copyright principles and attribution conventions.
- **Effective Communication:** Develop and present persuasive arguments.
- **Critical Thinking and Evaluation:** Identify credible sources, use evidence to support viewpoints, and critically assess personal work.
- **Conventions and Collaboration:** Apply correct referencing, grammar, and writing conventions, and engage actively in group and class discussions.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework outcomes
- Written Research Tasks
- Digital, Visual and Oral Presentations

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

UNIT 3

In this area of study, students will gain confidence in understanding and accessing informational, organisational, or procedural texts. These texts will reflect real-life situations students may encounter in vocational or workplace settings. They will also be relevant to students' health and community participation.

UNIT 4

Students will explore and create content to advocate for themselves, a product, or a community group in various settings. They will research traditional advocacy methods and examine digital forms of promotion used for publicity.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Effective Communication:** The ability to structure and present oral and written content effectively, using appropriate technique.
- **Critical Evaluation:** Critically assess and evaluate promotional or influential materials, considering their appeal, purpose, and social/workplace values, and using this insight to design similar content.
- **Contextual Awareness:** Identifying the appropriate communication strategies for different settings.
- Analyse different texts.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework outcomes
- Written Research Tasks
- Digital, Visual and Oral Presentations

UNITS 1 AND 2

SUBJECT OVERVIEW

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

UNIT 1

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

UNIT 2

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Interpreting and using mathematical information in real-life contexts such as managing personal finances.
- Develop number sense and spatial reasoning by applying mathematical skills such as performing operations with whole numbers, decimals, fractions, and percentages.
- Estimating, measuring, and calculating distance, perimeter, area, volume, and capacity using common metric units and tools.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework booklets
- Topic Tests
- Mathematical Projects

UNITS 3 AND 4

SUBJECT OVERVIEW

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

UNIT 3

There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

UNIT 4

There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Select and apply the appropriate method or approach for mathematical tasks and operations.
- Communicate mathematical ideas effectively in both verbal and written formats.
- Perform calculations and mathematical processes manually and/or using technology.
- Evaluate and critically reflect on the outcomes and results of numeracy tasks.
- Recognize real-world implications and consequences of numeracy tasks and investigations.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework booklets
- Mathematical Projects

PERSONAL DEVELOPMENT SKILLS

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

UNIT 1

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts.

UNIT 2

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Leadership:** Analysing and applying various leadership styles and related skills, using communication, critical thinking, and decision-making.
- **Social Awareness and Interpersonal Skills:** Recognising diversity, empathy, and social norms, along with effective communication, collaboration, and leadership, are key for positive interactions.
- **Problem-Solving and Reflection:** Identifying issues, setting goals, and taking action, while reflection helps evaluate individual and team

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework booklets
- Visual, oral and digital presentations
- Group projects

PERSONAL DEVELOPMENT SKILLS

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

UNIT 3

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

UNIT 4

This unit centres on students participating in an extended project focused on a community issue. They will select an issue affecting the community, research past solutions, and set objectives for their project. Students will plan, implement, and evaluate their response, considering factors like emotional intelligence, teamwork, safety, and ethics. The project will culminate in a presentation to an audience, where students will assess the effectiveness of their response to the selected issue.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Social Awareness and Interpersonal Skills:** Understanding and applying social awareness and interpersonal skills, especially in digital contexts.
- **Leadership and Teamwork:** Enhancing leadership skills like communication, critical thinking, and problem-solving in both individual and team settings.
- **Critical Thinking and Problem-Solving:** Applying cognitive skills to solve problems, make decisions, and improve interpersonal interactions.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Coursework booklets
- Visual, oral and digital presentations
- Group projects

WORK-RELATED SKILLS

UNITS 1 AND 2

SUBJECT OVERVIEW

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

UNIT 1

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

UNIT 2

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Employment Information and Analysis:** Use reliable sources (e.g., government websites, industry publications) and strategies to analyse employment data and make informed career decisions.
- **Employability and Skills:** Understand the importance of employability skills (e.g., communication, teamwork) and personal qualities (e.g., work ethic) for career success, along with how ongoing training and transferable skills enhance job opportunities.
- **Job Search and Career Growth:** Know how to craft resumes, prepare for interviews, and navigate recruitment processes, while also recognizing the need for continuous learning to align skills with career goals.
- **Skills Development & Application:** Identifying, defining, and applying both technical and personal skills in various contexts, including creating resumes, mock job applications, and interview preparation.
- **Career Strategy & Planning:** Proposing, justifying, and evaluating strategies to enhance career prospects through skill development and aligning personal capabilities with industry goals.
- **Research & Evaluation:** Conducting research, collecting evidence, and evaluating strategies related to career goals, employment information, and industry-specific skills.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Investigative Research Tasks
- Coursework booklets
- Group presentations

WORK-RELATED SKILLS

UNITS 3 AND 4

SUBJECT OVERVIEW

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

UNIT 3

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration

UNIT 4

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- **Workplace Relationships and Communication:** Effective communication, team collaboration, and diversity are key to building supportive, productive work environments.
- **Portfolios and Employability:** Portfolios (physical, digital, hybrid) showcase skills and achievements, requiring careful curation and regular updates to enhance employability.
- Knowledge of Workplace Structures and Policies.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Investigative case studies
- Coursework booklets
- Presentations and portfolio development

STRUCTURED WORKPLACE LEARNING RECOGNITION (SWLR)

UNIT 1

SUBJECT OVERVIEW

Structured Workplace Learning Recognition (SWLR) is a VCE Vocational Major (VM) studies program that enables students to gain VCE credit through participation in structured workplace learning linked to their Vocational Education and Training (VET) studies. The program provides students with authentic workplace experiences that complement classroom learning and allow them to apply industry-specific knowledge and skills in real-world settings. Through workplace placements, students develop employability skills such as communication, teamwork, problem-solving, initiative, and workplace safety awareness. SWLR encourages students to explore career pathways, reflect on their personal strengths and interests, and build confidence in professional environments, supporting successful transitions into further education, training, or employment.

UNIT 1: LEARNING IN THE WORKPLACE

Unit 1 focuses on preparing for and engaging in a structured workplace learning experience connected to a student's VET qualification. Students investigate potential workplace opportunities, identify their personal strengths, interests, transferable skills, and career aspirations, and develop an understanding of workplace health and safety requirements. Through participation in workplace learning, students gain practical experience and begin to build industry-relevant skills. They reflect on their performance, evaluate the skills they have developed, and consider strategies to further improve their employability. The unit helps students establish a strong foundation for future workplace learning and career development.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Explore career pathways and workplace opportunities related to your VET qualification.
- Identify your strengths, interests, transferable skills, and future career goals.
- Develop workplace readiness skills, including communication, teamwork, initiative, and professionalism.
- Understand and apply workplace health and safety (WHS) requirements and safe work practices.
- Apply industry-specific knowledge and skills in authentic workplace settings through structured workplace learning placements.
- Reflect on workplace experiences to evaluate performance, build employability skills, and plan for future learning and career development.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Workplace Learning Preparation Tasks
- Structured Workplace Learning Participation
- Reflective and Evaluation Activities

UNIT 2

SUBJECT OVERVIEW

Structured Workplace Learning Recognition (SWLR) is a VCE Vocational Major (VM) studies program that enables students to gain VCE credit through participation in structured workplace learning linked to their Vocational Education and Training (VET) studies. The program provides students with authentic workplace experiences that complement classroom learning and allow them to apply industry-specific knowledge and skills in real-world settings. Through workplace placements, students develop employability skills such as communication, teamwork, problem-solving, initiative, and workplace safety awareness. SWLR encourages students to explore career pathways, reflect on their personal strengths and interests, and build confidence in professional environments, supporting successful transitions into further education, training, or employment.

UNIT 2

Unit 2 builds on students' initial workplace learning experiences by encouraging them to apply their skills and knowledge in a different workplace setting or context. Students explore a broader range of career and workplace opportunities linked to their VET qualification and participate in a second structured workplace learning placement. Through this experience, they develop a deeper understanding of industry expectations, workplace practices, and transferable skills. Students compare different workplace environments, evaluate their personal growth and employability skills, and reflect on future career pathways. The unit supports students to become more adaptable, confident, and prepared for employment or further training.

WHAT KNOWLEDGE AND SKILLS WILL I BUILD?

- Apply and extend vocational skills and knowledge in a new workplace environment linked to your VET studies.
- Investigate a wider range of industry sectors, job roles, and career pathways within your chosen field.
- Develop a deeper understanding of workplace expectations, professional behaviours, and industry standards.
- Strengthen employability skills such as communication, teamwork, problem-solving, adaptability, and initiative.
- Compare different workplace settings and evaluate how workplace culture and practices can vary across industries and organisations.
- Reflect on personal growth, workplace performance, and skill development to support future education, training, and employment goals.

HOW WILL I BE ASSESSED IN THIS SUBJECT?

- Workplace Learning Preparation Tasks
- Structured Workplace Learning Participation
- Reflective and Evaluation Activities



238 Collins St, Thornbury, 3071 Ph. (03) 9480 4066
www.thornburyhs.vic.edu.au