



PADUA
COLLEGE

Year 11 and 12 Curriculum Guide – 2021



"Let your words teach and your actions speak."

St. Anthony of Padua

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Principal's Message for 2021

I would like to extend to you my very best wishes as you consider your study options for Years 11 and 12 at Padua College.

This Curriculum Guide is designed to assist you in choosing your course of studies for this final stage in your secondary education and to provide you with the necessary information and practical advice to make the transition to post compulsory education with confidence.

We can **assure you that we** offer you wonderful opportunities at Padua College. I encourage you to embrace these opportunities so as to develop your potential in all facets of your life, in spiritual, physical, emotional, intellectual and social aspects.

Padua College can be proud of its facilities, excellent teachers and caring support staff members who are committed to helping you achieve your goals. The invitation is extended to you to embrace to what is offered in your final years of secondary education so you may take your place in this society by using your unique God given talents to be the best person you can be and in doing so, make a positive contribution to your community . Not only will your involvement bring you a sense of personal fulfilment, but the College will also be enriched by the interest and effort that you invest in the College community.

I wish you the very best in your course selection and every success in your studies, whether they be aimed at completing your Victorian Certificate of Education (VCE) or your Victorian Certificate of Applied Learning (VCAL). With an enthusiasm for learning and a commitment to personal achievement, I am sure that your final years of secondary education will be successful and fulfilling.

Mr Anthony Banks
PRINCIPAL



Choosing a Year 11 & 12 VCE Program of Study

The VCE is awarded solely on the basis of satisfactory completion of Units. Each Unit is designed to be completed typically over one semester or two school terms. Most Studies (subjects) have four Units: Units 1 and 2 are *usually* completed in Year 11 and can be taken as single Units. Units 3 and 4 are *usually* completed in Year 12 and **must be** taken together as a sequence. Units in most Studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 *and* 2 or at least Unit 1 *or* 2 of the Study, before attempting Units 3 and 4.

Building a VCE program – A two year program

At Padua College, **Year 11 students** will take **six studies**, including at least one of (and up to 2 of) English and/or English Language and/or Literature and at least one Religious Education Unit. **Year 12 students** will take five Units 3/4 Studies including English and/or Literature and/or English Language (up to 2) plus one Religious Education Unit. Year 12 students can opt to undertake Unit 3 and 4 Religion and Society as one of their five studies.

At Padua College a VCE program or course of study over the two years **must** include:

- four Units of English
- at least two Religious Education Units (one VCE unit and one internal College Unit or VCE RE)

Students may choose to complete a VET (**Vocational Education and Training**) course in conjunction with their VCE studies. It should be noted that VET classes may clash with VCE studies timetabled at Padua. In addition, please note that VET studies attract an additional fee charge.

Following Your Interests

There are three important considerations when choosing a VCE program. These are:

- Choose subjects you will most likely succeed in (these are usually subjects of INTEREST).
- Choose subjects that you are most likely to enjoy (you will be INTERESTED in these).
- Check the prerequisites for university or TAFE courses of INTEREST to you.

Where a career pathway involves a university or TAFE course you should check whether there are any VCE Prerequisites before finalising your VCE course.

Course Prerequisites

A prerequisite is a VCE unit or sequence of units that you must successfully complete in order to be eligible to apply for a particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you haven't successfully completed these units you will not be considered for entry into the course.

In some cases the prerequisite may stipulate not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, the selection officers will not consider you if your Study Score is less than 30 in Chemistry. If uncertain please check with the Careers Department.

The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies.

The ATAR is calculated using scaled Unit 3 and 4 study scores by adding the following;

- Scaled score for English (or Literature or English Language)
- The next best three scaled subject scores
- 10% of the fifth study (and 10% of a sixth study if undertaken)

The ATAR is designed so that it should not affect a student's choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year. Scaling and strength of competition balance out. This leaves students free to choose their studies on the right kinds of educational grounds: **what they enjoy, what they are good at and what they need given their intended future studies or careers.**

For further information refer to www.vcaa.vic.edu.au

Important Subject Selection Considerations

1. Whilst the College intends to offer all studies listed in this guide for 2021, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a **MINIMUM CLASS SIZE** required for a class to be run.
2. It cannot be assumed that all students will receive all of their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. It is vital that careful consideration is given to emergency preferences as this may be included in the allocation of your 2021 program.

For further information refer to www.vcaa.vic.edu.au

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Satisfactory Completion of the VCE Certificate

To gain their VCE, students must satisfactorily complete:

- **At least 16 Units**, which must include **at least 3 Units** of English, including a 3-4 sequence (from 2021).
- At least **3 sequences of Units 3 and 4 Studies** other than English.

Assessment in the VCE

Satisfactory Completion of Units 1 – 4:

For satisfactory completion of a Unit, a student must demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's performance on each of the assessment tasks designed for the Unit. The student receives an **S** for a Unit when all outcomes are achieved satisfactorily.

To achieve an **"S"** for an outcome, a student must:

- produce work that demonstrates achievement of the outcomes. Students will be given the opportunity to re-sit or re-submit work in order to achieve this minimum standard if necessary to redeem as S for the outcome.
- submit work on time;
- submit work that is clearly their own; and
- observe the VCAA and school rules (including attendance).

If one or more learning outcome is **"N" (Not Satisfactory)** then the overall result for the Unit will be **"N"**.

Assessment of Levels of Performance Units 1-4

Units 3 and 4:

In each Study at Units 3 and 4 level there are **graded assessments**, at least one of which is an external examination. The other graded assessments are School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- School-Assessed Coursework (SACs) apply in most VCE Studies. They consist of a number of smaller tasks completed mainly in class. These tasks may be tests, essays, practical work or extended analysis tasks over a number of periods.
- School Assessed Tasks (SATs) apply in the following studies: Art, Computing, Media, Product Design & Technology, Studio Arts, Systems Engineering, Visual Communication Design.
- The graded assessments are used to produce a **Study Score** out of 50 for each Study.

Units 1 and 2:

In Units 1 and 2 the Assessment Tasks are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to the VCAA but will be shown on the Padua College reports as percentages. For Units 1 and 2, only the **"S"** or **"N"** is reported to VCAA at the end of the year.

Absence from School Assessed Coursework (SACs) and Approved Leave

The following absences are deemed approved and will enable the student to be awarded a score on a rescheduled SAC:

- participation in SIS competition
- attendance on school-approved excursions and activities
- absence due to illness as evidenced by a medical certificate. [**NB** It is the student's responsibility to provide the medical certificate and submit the relevant paper work on return.]
- VET Classes

The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment (SAC) is being conducted may receive a non-scored result on their rescheduled task.

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Acceleration in VCE

It is possible for a Year 11 student to take a Units 3/4 Study. Students join the Year 12 class in order to complete all the work set for that subject. On completion of the VCE, a student's results from studies in 2021 are added to results from Year 12 studies in 2022. In effect, **six** studies are completed over two years instead of the usual **five** in one year. This extra study will maximise the student's ATAR calculation to include 10% of a fifth and sixth study.

The program for a Year 11 student taking a Unit 3 and 4 Study would be an English Units 1 and 2, a Religious Education Unit, **four** Units 1/2 studies and one Unit 3 and 4 Study. When students are in Year 12, they are expected to take **five** Units 3 and 4 studies and a Religious Education Unit. A full program for both years of VCE is expected from students.

Taking a Unit 3 and 4 Study in Year 11 is only an option for students who have demonstrated strong academic ability across all their subjects, together with very good literacy, study and organizational skills. A B+ average in Year 10 studies is a requirement and any request for acceleration is subject to a screening process involving Learning Area Leaders.

It is recommended that students undertaking a second year in a VET course in Year 11 do not opt to take on an accelerated VCE study. Please note VET studies may clash with Year 12 studies.

Students eligible for undertaking a Unit 3/4 study in 2021 will receive a letter of offer prior to 2nd August with instructions on the selection process.

Students considering applying for acceleration should note the following:

Students should only select an acceleration if they are ready for the rigour of a Year 12 Unit 3 & 4 subject. In some cases students will benefit from an additional year of skill building within the Learning Area.

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VCE Studies offered at Padua College in 2021

Religious Education

Religious Education in Year 11 and 12 at Padua College enables students to study VCE Units and school based Units. The Year 12 Retreat also forms an important part of the Religious Education Programme.

- At Year 11 students undertake Ethics which credits them with one VCE unit of study over the course of the year.
- At Year 12, students choose ONE Religious Education course from the options shown below;

Year 11

Ethics – 1 VCE Unit of Study

Texts & Traditions – 2 VCE Units

Year 12

Religion & Society 3/4 - 2 VCE Units of Study

Peace & Justice – Non VCE Study

Catholic Action Program – Non VCE Study

Faith and Life – Non VCE Study

Music in the Spirit – Non VCE Study

Arts in the Spirit - Non VCE Study

Creation of the Environment - Non VCE

Media in the Spirit - Non VCE Study

- In both Year 11 and 12, students are required to study **at least one** Religious Education Unit.
- The studies of **Ethics**, **Texts and Traditions** and **Religion and Society** count towards the required minimum of 16 VCE Units
- Only the Unit 3 and 4 study of Religion and Society will count toward the calculation of a student's ATAR score.

Year 11 Religious Education - Ethics (Based on VCE Religion and Society Unit 2)

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Today, religious and philosophical traditions interact with other sources of moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These remain fundamental to many legal and social systems, and to codes of behaviour. These perspectives and values constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. [<CONTENTS>](#)

Outcome 1 On completion of this unit the student should be able to explain the variety of influences on ethical decision making and moral judgment in societies where multiple worldviews coexist

Outcome 2 On completion of this unit the student should be able to explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist.

Outcome 3 On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

Assessment

Demonstration of achievement of course Outcomes based upon a selection of assessment tasks.

Year 11 Religious Education -Texts and Traditions (Units 1 and 2)

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study encompasses texts from the Christian, Islamic and Jewish traditions.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values, beliefs and behaviour, both historically and in the world today.

Students study the texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For each unit students are required to demonstrate three outcomes.

Unit 1- Texts in Traditions

In this unit students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Outcome 1- On completion of this unit the student should be able to recognise and explain different literary forms and analyse their role within a tradition's scriptures.

Outcome 2- On completion of this unit the student should be able to apply basic exegetical methods against the background in which the texts are located.

Outcome 3- On completion of this unit the student should be able to discuss a range of understandings and interpretations of sacred text.

Unit 2- Texts in Society

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Additionally, students compare how texts from different religious traditions treat common social issues. Outcomes 1 and 2 should be based on a range of texts from one or more traditions. Outcome 3 should be based on a range of texts from at least two traditions.

Outcome 1- On completion of this unit the student should be able to understand the origin and development of selected texts that express a tradition's relationship to its society.

Outcome 2- On completion of this unit the student should be able to understand the type of authority that a tradition currently attributes to its sacred texts, how these texts affect the current tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.

Year 12 Religious Education

Peace and Justice (Non VCE Study - Unit developed by Padua. Not recognised by VCAA).

This Religious Education course offers students the opportunity to study international issues and events within the context of the teaching of the Catholic Church as an international organisation. Students will examine contemporary international issues such as: war, revolution, and peace; human rights; world poverty and the just distribution of wealth.

Catholic Action Program (Non VCE Study)

The **Catholic Action Program** is a unit developed at Padua College, and **so is not recognised by VCAA**. Students receive a Padua College report recognising their efforts. This program is a practical course that encourages students to develop skills in justice action and service. Activities might include involvement and planning of House outreach activities, Reconciliation Week, investigation and action of contemporary issues such as the treatment of asylum seekers, practical work for the school and local St. Vincent de Paul groups, and other activities that students might identify. Students will be required to keep a logbook of their activities and a journal of their reflections throughout the course. There will be no graded assessment for this unit.

Faith & Life (Non VCE Study)

The **Faith & Life** course is a unit developed at Padua College, and **so is not recognised by VCAA**. Students receive a Padua College report recognising their efforts. This will be a practical course exploring life and faith experience. Students will consider and experience different prayer forms in a range of settings, learn the basics of planning appropriate liturgies for different groups, plan and implement a range of prayer and liturgy activities within the school (and possibly wider community for those interested), and will finish with the preparation of the Year 12 Graduation Mass. Practical components of the course will involve retreat experiences. Students will be required to keep a reflection journal based on their activities throughout the course. There will be no graded assessment for this unit.

Music in the Spirit (Non VCE Study)

The **Music in the Spirit** course is a unit developed at Padua College, and **so is not recognised by VCAA**. Students receive a Padua College report recognising their efforts. This is a practical course for musicians and vocalists who would like to explore ways that music can be used in prayer and liturgy. A major focus of the program will be to prepare and perform appropriate music for major school functions such as the Opening and Graduation masses, as well as House masses and other less formal opportunities for prayer. This will often be in conjunction with the Faith & Life class. Students will be required to keep a logbook/journal based on their activities throughout the course. There will be no graded assessment for this unit.

Arts in the Spirit (Non VCE Study)

The **Arts in the Spirit** course is a unit developed at Padua College, and **so is not recognised by VCAA**. Students receive a Padua College report recognising their efforts. This is a practical course for students interested in the visual and/or performing arts who would like to explore ways that art and drama can be used in prayer and liturgy. A major focus of the program will be to prepare art work, other visual presentations or performances for major school functions such as the Opening and Graduation masses, as well as House masses and other less formal opportunities for prayer. This will often be in conjunction with the Faith & Life class. Students will be required to keep a logbook/journal based on their activities throughout the course.

There will be no graded assessment for this unit.

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Media in the Spirit (Non VCE Study)

In line with Music in the Spirit and Art in the Spirit, Media in the Spirit will investigate a wide form of media and how they are used to express faith. Students will explore how the use of film, novels, art, online forums/blogs, advertising, and journalism have expressed an individual or group's beliefs. Techniques that can be used to persuade, create doubt and instigate fear or prejudice throughout history will also be discussed. During this unit students will analyse and interpret media and also experiment with presenting their own faith through media. This is a school based religion unit and is internally assessed.

Creation and the Environment (Non VCE Study)

Creation and the Environment is a unit developed at Padua College, and so is not recognised by VCAA. Students receive a Padua College report recognising their efforts. This course is practical in nature and will explore the Church's teaching about Creation and how we should treat the earth, while encouraging students to be involved in a range of issues to do with our treatment of the earth. Activities might include consideration of sustainability at the College, our homes and the wider community; advocacy for a more sustainable world; or practical initiatives regarding the environment. Students will be required to keep a logbook of their activities and a journal of their reflections throughout the course. There will be no graded assessment for this unit.

Faith and Science (Non VCE Study)

Faith and Science is a unit developed at Padua College and so is not recognised by the VCAA. Students receive a Padua College report recognising their efforts. This course challenges students' views on two polarizing subjects and explores where or if faith and science have a place together in the universe. Students explore topics such as creation, bioethics and examine new technologies in the light of religious beliefs and practices. During this unit students will engage in debate and discussion, as well as enhancing their analysis and research skills. There will be no graded assessment for this unit.

Religion and Society Units 3 and 4

The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Entry Prerequisites:

There are no prerequisites for entry into Unit 3. However, it is recommended that students have strong academic performances in English and Ethics in Year 11.

Course Outline – The Religion and Society Study is made up of two semester based Units.

Unit 3 The search for meaning

In unit 3 students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Outcome 1 On completion of this unit the student should be able to discuss and analyse the nature and purpose of religion and religious beliefs.

Outcome 2 On completion of this unit the student should be able to examine how beliefs and their expression in other aspects of religion is intended to respond to the search for meaning.

Outcome 3 On completion of this unit the student should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.

Unit 4 Challenge and response

Unit 4 focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society. In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

Outcome 1 On completion of this unit the student should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

Outcome 2 On completion of this unit the student should be able to discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Entry Prerequisites:

Entry into Unit 1 assumes a pass in Year 10 English. It is important to note that in order to qualify for an ATAR students must successfully complete Units 3 and 4.

Course Outline – The Study is made up of four units

Unit 1

The focus of this unit is on reading and responding to texts analytically and creatively in order to interpret, appreciate and analyse the ways in which texts are constructed. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning their work. Students analyse arguments and explore the use of language for persuasive effect and the structure and presentation of argument.

Unit 2

The focus of this unit is on comparing the presentation of ideas, issues and themes in texts in order to interpret, appreciate and analyse the ways in which texts are constructed. Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view.

Unit 3

The focus of this unit is on reading and responding to texts analytically and creatively in order to interpret, appreciate and analyse the ways in which texts are constructed. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation of texts. Students analyse and compare the use of argument and language in texts that reflect an issue currently debated in the media.

Unit 4

The focus of this unit is on comparing the presentation of ideas, issues and themes in texts in order to analyse their construction and provide an interpretation. Students produce a written analysis comparing selected texts. Students use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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English Language - Unit 1 - 4

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English.

Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions.

Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

You should take this subject if:

- If you are interested in analysing the way words work and their history
- If you are interested in how we acquire language and develop communicative ability
- If you want to learn about structures, features and discourses in language
- Are interested in linguistics or studying other languages

You will be assessed on the following areas of study:

- **Unit 1: Language and communication:** The nature and functions of language in this area of study students explore the nature of language and the various functions language performs in a range of contexts.
- **Unit 2: Language change:** This area of study focuses on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.
- **Unit 3: Language variation and social purpose:** Formal and Informal Language are the two areas of study for unit three. Students will explore the ways in which different language is utilised for informal social interactions to formal, professional or more sophisticated settings.
- **Unit 4: Language variation and identity:** Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.
- Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

This subject will have exams.

In English Language, Assessment Tasks can look like:

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text
- an analytical commentary
- a case study
- short-answer questions
- an analysis of data

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The study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. They learn that texts are constructions, they consider the complexity of language and the manner in which it contributes to meaning and they examine the social and cultural contexts in which specific texts were produced. The study of Literature encourages students to become critical and independent thinkers.

Literature has a diverse range of career pathways including: Public Servant, Writer, Film and Television Critic, Librarian, Playwright, Publisher, Lawyer and Teacher.

Entry Prerequisites:

This study is recommended to students with **strong academic performances in English**.

Course Outline – The Study is made up of four Units

Unit 1

The focus of this unit is the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on close engagement with texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Unit 2

The focus of this unit is on how literary texts connect with each other and with the world. Students engage in close reading of texts and deepen their understanding of the ways their own culture and the cultures represented in texts can influence meaning and interpretation. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts are compared and contrasted. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Unit 3

The focus of this unit is on how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4

The focus of this unit is on developing critical and analytic responses to texts. Students consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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Accounting

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3. All students will require a laptop for use in Units 1-4.

Course Outline – The Study is made up of four Units

Unit 1 Role of accounting in business:

Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

Unit 2: Accounting and decision-making for a trading business:

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

For additional information that will assist you with selecting VCE Commerce subjects please access the link below:

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

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The sustainable management of food and fibre industries is vital for local, national and global markets. VCE Agricultural and Horticultural Studies is a practical based hands-on subject that provides opportunities for students to experience and understand Australia's Primary Industries. The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural practice and natural resource management.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Change and opportunity

In this unit students develop their understanding of Australia's agricultural and horticultural industries. They consider sources of food and fibre indigenous to Victoria prior to European settlement through to current practices. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students undertake practical tasks reflecting best practice understandings.

Unit 2 Growing plants and animals

In this unit students research animal and plant nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They undertake practical tasks relating to growth and the management of plants and animals.

Unit 3 Securing the future

This unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. Emphasis is placed on the importance of biosecurity: the protections of agricultural and horticultural industries against pest, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

Unit 4 Sustainable food and fibre production

This unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Within the context of agricultural /or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with student extending their thinking across the entire food chain from resource suppliers through to consumers. Students undertake practical tasks reflecting all dimensions of sustainable management.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final Examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 30%
- Unit 4 school-assessed coursework (SAC): 30%
- End-of-year examination : 40%

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Students will complete a nationally recognised vocational qualification as well as receive a contribution towards their VCE or VCAL Certificate. Classroom learning is combined with structured hands-on training and practice in industry. This course is designed to provide the basic skills and knowledge to become an animal carer. It will assist the student in making an informed decision as to whether or not to pursue a career within the animal industry.

Location and Time: Padua College Mornington Campus - Timetabled and blocked classes

Program Costs: An additional annual cost is liable for all VET programs which includes a VET polo shirt and fleece, and covers all excursions and activities.

Special Requirements

Students are required to wear appropriate clothes and footwear for working with animals. Students must also have a copy of their current tetanus vaccination.

Contribution to the VCE and VCAL

On completion of the program students are eligible for four credits towards their VCE or VCAL Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.

Further information on increment process can be found on the VCAA website:

<https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/BlockCreditRecognition.aspx>

Units delivered over the two years may include:

Unit of Competency Name

- Participate in workplace health & safety processes
- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Participate in environmentally sustainable work practices
- Provide information on companion animals, products and services
- Assist in the health care of animals
- Provide basic first aid for animals
- Provide basic care of mammals
- Provide enrichment for animals
- Provide first aid

For a more detailed course description, please visit:

<http://www.vcaa.vic.edu.au/pages/vet/programs/animalstudies/animalstudies.aspx>

Further Study:

Certificate III in Captive Animals
Certificate IV in Companion Animal Services
Certificate IV in Veterinary Nursing
Diploma of Animal Technology

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Unit 1: Applied computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	Database software, spreadsheet software and data visualisation software.
Area of Study 2	An appropriate programming language.

Unit 2: Applied computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	Any software tools used to create an innovative solution, for example a programming language, spreadsheet software, web-authoring software, presentation software, tool for planning a project.
Area of Study 2	A software tool to represent a network.

Unit 3: Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	Database software, spreadsheet software and data visualisation software.
Area of Study 2	At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.

Unit 4: Data analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.
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Unit 3: Software development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	An appropriate programming language.
Area of Study 2	Unified Modelling Language (UML) and UML tools to create use cases.

Unit 4: Software development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	An appropriate programming language.
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The following table indicates the software tool that students are required to use, but not required to study, in this unit.

Area of Study 1	Appropriate tool for documenting project plans.
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Assessment for Unit 3 &4 Data Analytics and Software Development

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

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Art students are able to communicate personal experiences, ideas, cultural values and beliefs. In both the process of making and examining art, students can realise the power to inspire change through imagination, creativity and innovation. VCE Art students must have a willingness to express their ideas, be self-motivated and creative in their artistic talents and have a passion for Art.

Career opportunities in curatorship, design, teaching, artistic direction, gallery and studio roles can be pursued. Art studies contribute to the development of a folio, which is essential for application into Visual Arts based University and TAFE courses.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3; however it is strongly recommended that Art or Studio Arts Units 1 and 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Artworks, Experience and Meaning

Students develop knowledge and skills through arts theory and practice. They present essays and annotated visual reports which analyse and interpret a variety of artworks. Students develop and complete artworks that are creative responses to prescribed challenges. They also demonstrate personal interests and ideas through trialling various techniques, materials and processes.

Unit 2 Artworks and Contemporary Culture

Students analyse, interpret, compare and contrast artworks from different cultures. They demonstrate technical and artistic development and skill in the presentation of visual responses that include at least one finished artwork, through exploration of selected media, materials and techniques.

Unit 3 Artworks, Ideas and Values

Students complete a workbook and a research task. Students analyse, compare and interpret artworks produced before 1990 and after 1990 using analytical frameworks. They explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, reflecting upon and annotating their work.

Unit 4 Artworks, Ideas and Viewpoints

Students complete a workbook as well as finished Art Works and an essay discussing and debating an art issue using selected artist/s works. Informed opinion with reference to artworks is required. Students will have progressively communicated ideas, directions and/ or personal concepts in a body of work that includes at least one finished artwork.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 10%
- Unit 4 school-assessed coursework (SAC): 10% Unit 3 & 4 school-assessed task (SAT) 50%
- End-of-year examination: 30%

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Biology is the study of life, its processes and the role played by each living organism in the biosphere of our planet. The study of Biology should assist students to become informed and consider advances in technology, as well as develop a greater awareness of their own body's needs and functioning.

Possible career pathways for Biology majors include opportunities in medical professions, biomedical research, bioinformatics, microbiology, genetic counselling, bioengineering, biotechnology, environmental health science, and ecology

Entry Prerequisites:

It is recommended that students complete Year 10 Specialist Biology (with an average grade of B) in preparation for entry to Unit 1 and 2 Biology. Entry into Units 3 and 4 may be completed as part of an accelerated program for students at Year 11 who have demonstrated a strong aptitude for this study and associated skills. It is also recommended that students completing Biology have strong literacy skills.

Course Outline – The Study is made up of four Units

Unit 1 How do Living Things Stay Alive?

This unit focuses on some of the challenges to an organism sustaining life. Students investigate cellular structure and function from the single celled to the multicellular organism and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival and consider the role of homeostatic mechanisms in maintaining the internal environment. Students investigate interactions of the ecosystem, how the planet's biodiversity is classified and the factors that affect the growth of population.

Unit 2 How is the Continuity of Life Maintained?

In this unit, students focus on cell reproduction in both prokaryotic and eukaryotic organisms and the transmission of biological information from generation to generation. Students explore the mechanisms, advantages and disadvantages of asexual and sexual reproductive strategies. The role of stem cells in humans is examined and their potential use in medical therapies is considered. Students use chromosome theory and terminology to explain inheritance. They explain the relationship between genes, the environment and the regulation of genes. They consider the role of genetic knowledge in decision making about the inheritance of selected genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3 How do Cells Maintain Life?

In this unit students investigate the workings of the cell from several perspectives which include the plasma membrane and its permeability to specific solutes, the cell's internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students consider the types of cell signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4 How does Life Change and Respond to Challenges over Time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from a number of sources. They explore the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

For the full course outline, please visit the Study Design at the VCAA website at: www.vcaa.vic.edu.au

In all units the range of tasks will include: practically-based investigations; analysis and interpretation of data; scientific report writing; research and presentation of assignments and reports including an examination of issues associated with a particular topic; tests and examinations.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 16%
- Unit 4 school-assessed coursework (SAC): 24%
- End-of-year examination: 60%

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This program aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building industry and to enable students to gain a recognised credential and make a more informed choice regarding further education and career paths. This provides partial completion of the Certificate II in Building and Construction. Please note that places are limited

As a VET study this subject will incur an additional cost.

Location and Time: Padua College Mornington Campus - block classes on either Wednesdays or Fridays

Program Costs: An additional annual cost is liable for all VET programs which includes a VET polo shirt and fleece, and covers all excursions and activities.

Structured Workplace Learning (SWL)

Structured Workplace Learning is an important part of any VET in schools program and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

Students studying VCE are encouraged to seek SWL opportunities. VCAL students must complete one day per week of SWL.

Contribution to the VCE and VCAL

On completion of the program students are eligible for four credits towards their VCE or VCAL Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.

Further information on increment process can be found on the VCAA website:

<https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/BlockCreditRecognition.aspx>

Units delivered may include:

Unit of Competency Name

Work safely in the construction industry
Workplace safety and industry induction
Workplace procedures for environmental sustainability
Building structures
Calculations for the building industry
Communications for the building industry
Quality principles for the building industry
Workplace documents and plans
Carpentry hand tools

For a more detailed course description, please visit:

<http://www.vcaa.vic.edu.au/pages/vet/programs/building/buildconst.aspx>

Further Study:

Certificate III in Building and Construction (carpentry – framework, formwork, finishing)
Diploma of Building and Construction
Advanced Diploma of Building Design

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Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Many students go on to further study in business, marketing and event management, own and operate their own businesses, or pursue successful careers in small and large businesses in retail, manufacturing and service industries. Studying Business Management will provide a foundation of knowledge and skills in all types of businesses.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3 & 4. Units 3 & 4 Business Management is a preferred subject to undertake for acceleration for students meeting the acceleration criteria.

Course Outline – The Study is made up of four Units

Unit 1 Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 Establishing a Business

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

Unit 3 Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 Transforming a Business

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

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

For additional information that will assist you with selecting VCE Commerce subjects please click on the link below:

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

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Chemistry is the key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Studying Chemistry can enrich student's lives through the development of particular knowledge, skills and attitudes and enable them to become scientifically capable members of society able to evaluate and debate important contemporary issues in science.

Chemistry can be used as a pathway for entrance into most post-secondary courses in health, environment, engineering, law and science degrees.

Entry Prerequisites:

It is recommended that students complete Year 10 Specialist Chemistry (with an average grade of B) in preparation for entry to Unit 1 and 2 Chemistry. Entry into Units 3 and 4 require completion of Units 1 and 2 Chemistry. It is also recommended that students completing Chemistry are also completing Mathematical Methods, due to the level of mathematics included in each of these studies and to aid with their overall understanding.

Course Outline – The Study is made up of four Units

Unit 1 How can the diversity of materials be explained?

This unit comprises 3 components; area of study 1 asks "How can knowledge of elements explain the properties of matter?" Area of study 2, "How can the versatility of non-metals be explained?" and the third area of study will involve the students doing independent research on an aspect of chemistry related to unit 1.

Unit 2 What makes water a unique chemical?

This unit also comprises 3 areas of study, the first asks "How do substances interact with water?" the second "How are substances in water measured and analysed?" and the third will require students to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative or quantitative data, then organise and interpret the data to reach a conclusion about the question originally posed.

Unit 3 How can Chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, they investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures and how they are broken down. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is also undertaken in either Unit 3 or in Unit 4.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 16%
- Unit 4 school-assessed coursework (SAC): 24%
- End-of-year examination: 60%

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Subject description video - <https://www.youtube.com/watch?v=jrYY8A1cDhM>

The VCE VET Dance program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in a range of areas within the live performance industry. Basic dance techniques that allow students to undertake specific dance styles will be developed through the units of competency undertaken in Units 1 to 4 of the selected program. VET Dance can be delivered through a **wide variety of dance styles** including jazz, ballet, cultural, contemporary, street, social and tap. Students will learn the fundamental skills in a range of dance disciplines and a pathway to further education and training in the live performance industry.

As a VET study this subject will incur an additional cost.

The course provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in a range of areas within the 21st century arts industry. This course provides students with a tangible insight into a career in the performing arts.

Location and Time: Padua College - Mornington Campus on Wednesday from 1.30 until 5pm

Program Costs: An additional annual cost is liable for all VET programs which includes all excursions and activities.

Entry Prerequisites: Students from Year 10, 11 or 12.

For a more detailed course description, please visit:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

Contribution to the VCE and VCAL

The VCE VET Dance program is a two year program. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques. Additional units of competency offer the opportunity to undertake training in a range of areas related to the live performance industry. Units 3 and 4 offer scored assessment and include units of competency such as incorporating artistic expression into basic dance performances, preparing for performances and developing audition techniques. Students undertake a performance exam.

The VCE VET Dance program offers CUA20113 Certificate II in Dance with selected units of competency from CUA30113 Certificate III in Dance. The VCE VET Dance program consists of 12 units of competency.

On successful completion of the VCE VET Dance Program, students are eligible for:

- The award of CUA20113 Certificate II in Dance
- A Statement of Attainment towards completion of CUA30113 Certificate III in Dance
- Recognition of up to four units at Units 1 and 2 level, and a Units 3 and 4 sequence and a VCE Study Score.

Further information on scored process can be found on the VCAA website:

www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx

Further Study:

Certificate III in Dance
Diploma of Dance - Teaching and Management
Bachelor of Arts (Dance)
Bachelor of Creative Arts (Dance)

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Drama – Unit 3 & 4

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Entry (Only Units 3 & 4 offered in 2021)

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 3

The focus of this unit is on how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4

The focus of this unit is on developing critical and analytic responses to texts. Students consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

A career in Commerce or as a Self Employed individual no matter what field will only be enhanced by a better understanding of how the Economy works.

Entry Prerequisites:

There are no prerequisites for Unit 1, 2 or 3. However, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 The Behaviour of Consumers and Businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human actions.

Unit 2 Contemporary Economic Issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources.

Unit 3 Australia's Economic Prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes.

Unit 4 Managing the Economy

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

For additional information that will assist you with selecting VCE Commerce subjects please click on the link below:

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

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Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2 Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3 Food in Daily Life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food, our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques

Unit 4 Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 School-assessed coursework (SAC): 30%
- Unit 4 School-assessed coursework (SAC): 30%
- End-of-year examination: 40%

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Geography investigates and interprets the places that make up the world by exploring, analysing and understanding their characteristics and the processes that shape them. The study of Geography applies key geographical concepts and skills to a place and or people on the earth's surface.

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena.

VCE Geography is designed around two key themes: interconnection and change. Human interaction with environments has had, and continues to have, significant consequences. In Units 1 and 2 students gain an understanding of how and why this interaction takes place and why it matters. The In Units 3 and 4 students examine how and why a broad range of geographic phenomena change and the processes that drive this change. They explore the resulting issues and challenges and possible responses.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Hazards and Disasters

In this unit, students examine hazards and hazard events, engaging in a study of two specific hazards at a range of scales. Students visually represent these hazards using maps at various scales. Students investigate the global distribution, location, scale, frequency, sequence and magnitude of disasters and the role of human activity in initiating or compounding hazards. Students analyse, explain and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters, applying key geographic skills and concepts including spatial technology. Spatial technology (such as Geographic Information Systems) is used to visualise, manipulate, analyse and display information as decisions in our world are spatially based.

<https://www.esri.com/videos/watch?videoid=LHDCRjAxpI0&title=what-is-gis->

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2 Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. Students apply key geographical skills and concepts to compare and contrast tourism locations, applying fieldwork techniques to gather, represent and evaluate data. Students focus on the changing nature of tourism, impacts on people, place and environment over time. Spatial technology (such as Geographic Information Systems) is used to visualise, manipulate, analyse and display information as decisions in our world are spatially based.

Unit 3 Changing the Land

In this unit students will focus on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.

Unit 4 Human Population – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final Examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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VCE Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2 Global connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Unit 3 Global Politics: Global actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power to achieve its objectives.

Unit 4 Global Politics: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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Through the study of VCE Health and Human Development, students investigate concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

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

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 1 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 Managing health and development

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

Unit 3 Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4 Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Twentieth Century History 1918–1939

In this unit students explore the nature of political, social and cultural change in the period between the world wars. Students will explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They will focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

Unit 2 Twentieth Century History 1945–2000

In this unit students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students will focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They will focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Unit 3 The American Revolution 1776

In this unit students will study The American Revolution 1776. In the period from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776) students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. In the period 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights) students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

Unit 4 The French Revolution 1789

In this unit students will study The French Revolution 1789. In the period from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789) students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. In the period October 1789 to 1795 (The October Days to the dissolution of the Convention Year III) students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final Examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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Entry Prerequisites:

Italian at VCE level is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. There are no prerequisites for entry into Units 1, 2, & 3 but they must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

The VCE Italian Study Design has been updated with the accreditation period for Units 1 and 2 commencing in 2019 and for Units 3 and 4 in 2020.

There are three prescribed themes for study in VCE Italian;

- The individual
- The Italian-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics.

Course Outline – The Study is made up of four Units:

Unit 1

In this unit, students develop an understanding of the language and culture/s of Italian-speaking communities through the study of personal identity and lifestyles, the Italian cultural heritage and communication and social media. The topics are studied from a range of sources in the context of the individual as well as the Italian speaking communities and the world around us.

Unit 2

This unit concentrates on the broader contexts of relationships, tourism and travel as well as art and architecture in Italian speaking communities. Students are introduced to a wider range of vocabulary and grammatical structures which support more sophisticated communication.

Unit 3

This unit explores aspects of the individual with topics such as health and wellbeing. The topic of sustainability is studied as part of the world around us and through studying the Italian cultural heritage, students will look at Italian film. The unit focuses on developing confidence in communicating and using appropriate language for audience, context, purpose and text type.

Unit 4

This unit continues to develop the individual with topics such as education and aspirations where students study the prospect of working in Italy. Students continue to explore the world through communication and media and the impact of advertising. Students investigate living in an Italian community when they look at the contributions of Italians in Australia.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations. For these units, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in each unit.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- | | |
|--|-----|
| • Unit 3 school-assessed coursework (SAC): | 25% |
| • Unit 4 school-assessed coursework (SAC): | 25% |
| • End-of-year examination (made up of a 15 minute oral exam and a written exam): | 50% |

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The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

Bachelor of Arts (Criminal Justice Administration), Bachelor of Laws, Bachelor of Laws, Bachelor of Social Work, Bachelor of Criminology and Psychology, Diploma of Justice are all potential pathways for Legal Studies students.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 - Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

Unit 2 - Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In **Units 1 and 2** a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In **Units 3 and 4** the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

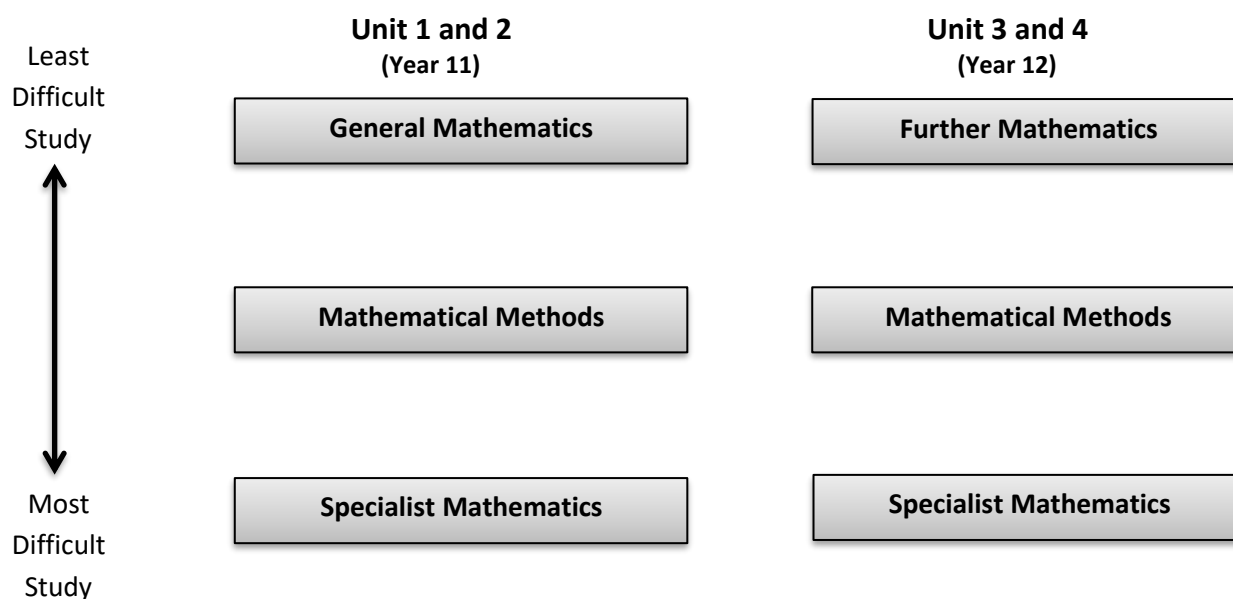
- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

For additional information that will assist you with selecting VCE commerce subjects please click on the link below:

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

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The structure of VCE Mathematics is summarised below.



Some important considerations when selecting VCE Mathematics

- Students currently enrolled in the **Year 10 Pre General Maths** course will only be eligible to elect to study General Mathematics (Further) in Year 11.
- Students currently enrolled in the **Year 10 Pre Methods** course may choose any single Unit 1 and 2 VCE Mathematics study, however, if intending to study Specialist Mathematics at Year 12, they must select BOTH Mathematical Methods and Specialist Mathematics at Year 11.
- Students with strong academic performances in the **Year 10 Pre Methods** should consider studying Units 3 and 4 Further Mathematics as an accelerated unit. This needs to be carefully considered as if your intention is to also study Specialist Mathematics at Year 12, it could mean that **three of your Year 11 subject choices** will be taken by mathematics units.
- Entry into a Year 12 study requires a pass grade in the corresponding Year 11 course. Students may select a less difficult study in Year 12 if they did not satisfactory complete a more difficult Year 11 study.
- For any of the Maths studies, it is essential that students have completed Units 1 and 3 before attempting Units 2 & 4 respectively.

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VCE Further Mathematics consists of two compulsory areas of study, Data Analysis and Recursion and Financial Modelling, followed by a broad range of other mathematical applications. Appropriate technology is incorporated into all units of study.

This study will meet the needs of Tertiary courses requiring a mathematics study as a prerequisite.

Entry Prerequisites:

Students must have completed a minimum of Year 10 Pre General Maths to be eligible to study Units 1 and 2 General Maths. Students wishing to study Units 3 and 4 Further Maths must have completed Units 1 and 2 General Maths or equivalent (such as Year 10 Pre Methods).

Course Outline – The Study is made up of four Units

Unit 1 & 2 General Mathematics

In this unit students will study some of the following topics:

Linear Relations and Equations, Linear Graphs and Models, Inequalities and Linear Programming, Computation and practical arithmetic, Financial Arithmetic, Shape & Measurement, Matrices, Graphs and Networks, Number Patterns and Recursion, Applications of Trigonometry, Univariate Data, Bivariate Data.

Unit 3 Further Mathematics

In this unit students will study a Core Area of Study comprised of the following topics:

Data Analysis, Recursion and Financial Modelling.

Unit 4 Further Mathematics

In this unit students will study 2 of the following topics:

Matrices, Networks and Decision Mathematics, Geometry and Measurement, Graphs and Relations.

For a more detailed course description, please visit the Study Design on the VCAA website at:

<http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 20%
- Unit 4 school-assessed coursework (SAC): 14%
- End-of-year examinations: 66%

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VCE Mathematical Methods focuses on rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of CAS technology.

Tertiary studies in some Engineering, Computer Systems, Science and Medical Science courses may require this study as a prerequisite.

Entry Prerequisites:

Students must have completed Year 10 Pre Methods to be eligible for Units 1 and 2 Methods and the successful completion of Units 1 and 2 Methods is required to undertake Units 3 and 4.

Course Outline – The Study is made up of four Units

Unit 1 & 2

In these units students will study the following topics:

Functions and Graphs, Algebra, Calculus, Probability and Statistics

Unit 3 & 4

In these units students will study the following topics:

Functions and Graphs, Algebra, Calculus, Probability and Statistics

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 17%
- Unit 4 school-assessed coursework (SAC): 17%
- End-of-year examinations: 66%

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These units of study are designed to extend able mathematicians. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology.

Entry Prerequisites:

Students must have completed Year 10 Pre Methods and also be studying Mathematical Methods Units 1 and 2, to be eligible for Units 1 and 2 Specialist Maths. Students studying Units 3 and 4 Specialist Maths should also be studying Units 3 and 4 Mathematical Methods.

Course Outline – The Study is made up of four Units

Units 1 & 2 **Specialist Mathematics**

In these units students will study some of the following topics:

Trigonometry and Matrices, Vectors in the Plane, Algebra, Logic and Algebra, Variation, Number Systems & Recursion, Geometry in the Plane and Proof, Graphs of non-linear Relations, Transformations, Principles of Counting, Graph Theory, Kinematics, Simulation, Sampling and Sampling Distributions

Units 3 & 4 **Specialist Mathematics**

In these units students will study the following topics:

Vectors, Algebra, Functions and Graphs, Calculus, Kinematics, Mechanics, Probability and Statistics

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 17%
- Unit 4 school-assessed coursework (SAC): 17%
- End-of-year examinations: 66%

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

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 1 and 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1: Media forms, representations and Australian stories

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

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Unit 3: Media narratives and pre-production

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.
- The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.
- End-of-year examination will contribute 40 per cent

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Subject description video - <https://youtu.be/2i3jU0dWuqg>

Music Performance is suitable for students with either a contemporary or traditional music background. Students can choose for their main assessment to be assessed either as part of a group or solo. If performing as part of a group students are assessed on their contribution to the group rather than a 'whole of group' mark. There is also a theory component to the course which includes some music analysis and music theory and musicianship. We do recommend that where possible students enrolling in this subject arrange to have individual instrumental tuition. Approximately half of our class time consists of rehearsing group, working out arrangements and learning about stagecraft. Solo students are also given supported rehearsal time. The remaining time is spent on theory and analysis.

If students are interested in becoming a music teacher this course would be extremely beneficial. The course would also be of benefit in gaining entry into a variety of other tertiary courses. Many of our music staff perform professionally and highly recommend aspirational musicians gain a formal qualification as a backstop in what is a very competitive industry.

Entry Prerequisites:

We recommend that students have completed Year 9 and 10 Music subjects; however students with other prior musical experience may be eligible after an interview with the Director of Music, Mornington.

Course Outline – The Study is made up of four Units

Unit 1

Students focus on developing performance skills and preparation for a group performance. An introduction to foundation VCE level Theory, Aural and Analytical skills are also covered.

Unit 2

Students focus on further developing performance skills and preparation for a solo and performances. Further development of VCE level theory, aural and analytical skills is also covered. Song writing/arranging is also a focus.

Unit 3

Students choose to specialize in either group or solo performance. Performance skills are further developed in the student's chosen area. Further development of VCE level theory, aural and analytical skills is also covered.

Unit 4

Students continue to specialize in either group or solo performance. Performance skills are further developed in the student's chosen area. Further development of VCE level theory, aural and analytical skills is also a focus.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 20%
- Unit 4 school-assessed coursework (SAC): 10%
- Performance examination and Theory examination: 50% and 20%

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Subject description video - <https://youtu.be/m4llwEE5gRI>

This program aims to provide students with a wide range of knowledge and skills to be able to maximise their employment opportunities as a performer, technician or songwriter/composer in the music industry. While this program caters for students who may not possess extensive music reading skills, many students with a high interest in music elect to do **both** VCE VET Music and VCE Music Performance. Students doing VCE VET Music will spend time recording in the College recording studio.

As a VET study this subject will incur an additional cost.

<http://www.vcaa.vic.edu.au/pages/vet/programs/music/music.aspx>

The program is auspiced through Collarts but delivered as part of the timetable at Padua.

Location and Time: Padua College - Mornington Campus in the College fortnightly timetable cycle.

Program Costs: TBC (per year)

Training and Employment Outcomes

At the completion of the Certificate III in Music students will be able to:

- Perform in a local amateur environment, in a group and/or as a soloist, using improvisation
- Compose and arrange a song
- Use recording technology in performance and composition.
- Explain how the Australian music industry works
- Promote their works
- Build business and management skills

Contribution to the VCE and VCAL

Students will be eligible for credit of up to five credits towards their VCAL Certificate. VCE: three units at Unit 1-2 level and one Unit 3-4 sequences. Students who successfully complete Unit 3-4 sequence will receive a study score which will contribute to their ATAR.

Further information on scored assessment can be found on the VCAA website:

www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx

Further Study

Certificate IV in Music Performance or Technical or Business
Diploma of Sound Engineering, Audio Production
Advanced Diploma of Music Performance or Technical or Business
Bachelor of Arts (Music)
Bachelor of Music Performance, Composition, Business in the Music Industry

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Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make a critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Entry Prerequisites:

Year 10 OES is recommended as a prerequisite for Units 1 and 2 as classes and numbers are limited. Similarly Units 1 and 2 are strongly recommended before undertaking Unit 3.

N.B. THERE IS AN ADDITIONAL COST FOR THIS SUBJECT AND AS A GUIDE THE 2020 COST WAS

Year 10	\$420
Year 11 & 12	\$840

Course Outline – The Study is made up of four Units

Unit 1 Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and the different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are well able to make comparisons between and reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Unit 3 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in practical experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4 Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. . Students engage in practical experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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Philosophy is the oldest academic discipline, broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.

Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Exploring the big philosophical questions and the ideas of some of history's greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Existence, Knowledge and Reasoning

What is the nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – and hence the study and practice of techniques of logic are central to this unit.

Unit 2 Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3 Minds, Bodies and Person

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

Unit 4 The Good Life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances and participation in physical activity.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education.

Entry Prerequisites:

There are no prerequisites required for entry into this subject.

Course Outline – The Study is made up of four Units

Unit 1 The human body in motion (completed in Semester 2)

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 Physical activity, sport and society (completed in Semester 1)

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

Unit 3 Movement skills and energy for physical activity

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

Unit 4 Training to improve performance

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

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

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination: 50%

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Physics is the study of the natural world, the explanation of why non-living things behave as they do. It involves much problem solving and requires students to be competent at mathematics.

Tertiary graduates with physics in their studies are found in engineering and a wide range of occupations where problem solving and management skills are sought after.

Entry Prerequisites:

It is recommended that students complete Year 10 Specialist Physics (with an average grade of B) and Advanced Mathematics for entry into Unit 1 Physics. Entry into Unit 3 requires a satisfactory completion of Units 1 and 2 Physics. It is also recommended that students completing Physics are also completing Mathematical Methods, due to the level of mathematics included in each of these studies and to aid with their overall understanding.

Course Outline – The Study is made up of four Units

Unit 1 What ideas explain the Physical World?

- Thermodynamics
- How do circuits work?
- What is matter and how is it formed?

Unit 2 What do experiments reveal about the physical world?

- How can motion be described and explained?
- A detailed study on one of a selection of topics.

Practical Investigation

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

Unit 3 How do fields explain motion and electricity?

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

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

- How can waves explain the behaviour of light?
- How are light and matter similar?

Practical Investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 21%
- Unit 4 school-assessed coursework (SAC): 19%
- End-of-year examination: 60%

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Product Design and Technology (Fashion Design)

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

The importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Product Design and Technology contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Course Outline – The Study is made up of four Units

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Exam	30%
SAC	20%
SAT	50%

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

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Product Design and Technology (Wood)

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

The importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Product Design and Technology contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Course Outline – The Study is made up of four Units

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Exam	30%
SAC	20%
SAT	50%

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

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Psychology is the scientific study of mental processes and behaviour in humans. The interaction between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour are studied.

A range of career pathways are possible and an undergraduate degree in Psychology may be taken from arts, science and education faculties.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that students have achieved an average grade of 'C' at Year 9 Science and that Units 1 and 2 Psychology be undertaken prior to beginning Unit 3. It is important that students are prepared to develop a strong understanding of scientific terminology so suitable literacy levels are required.

Course Outline – The Study is made up of four Units

Unit 1 How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this Unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore how biological, psychological and social factors influence different aspects of a person's development. The interactive nature of heredity and environment is also considered. A student-directed research investigation is undertaken.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted. The way that individuals and groups behave in specific ways is examined. A student-directed practical investigation is undertaken.

Unit 3 How does Experience Affect Behaviour and Mental Processes?

In this unit students examine the functioning of the nervous system. They explore the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and change behaviours. Students examine the contribution that research has made to the understanding of learning and memory. A student practical investigation related to mental processes and Psychological functioning is undertaken.

Unit 4 How is Wellbeing Developed and Maintained?

In this unit students examine the nature of consciousness and how this affects behaviour and the role of sleep is also explored. Students study the concept of the mental health continuum using a biopsychosocial approach. Students look at the contribution that research has made to the understanding of consciousness, sleep and mental functioning. A student practical investigation related to mental processes and functioning is undertaken.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 16%
- Unit 4 school-assessed coursework (SAC): 24%
- End-of-year examination: 60%

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Sport and Recreation – VCE VET

This program is designed to consolidate the student's knowledge of the sport and recreation industry. The focus on the program is on further enhancing skills, knowledge and confidence to work in the area of sport.

Please note places are limited.

Program Costs: An additional annual cost is liable for all VET programs which includes a VET polo shirt and all excursions and activities.

Entry Requirements: This program is delivered as an accelerated VCE program commencing in Year 10 and completing in Year 11. Students are required to attend an interview and achieve a grade average to be considered.

Entry Requirements: This program is delivered as an accelerated VCE program commencing in Year 10 and completing in Year 11. Students are required to attend an interview and achieve a grade average to be considered.

Contribution to VCE and VCAL

On completion of the program students are eligible for five credits towards their VCE, including a Unit 3-4 sequence.

Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

Further information on scored process can be found on the VCAA website:

www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx

Units delivered may include:

- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Conduct basic warm-up and cool down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities

Further information can be found at:

<http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx>

Further study:

Diploma of Sport and Recreation

Bachelor Sport and Outdoor Recreation / Education

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VCE Studio Arts encourages students to recognise and develop their individual potential as an art maker, and guides their understanding and appreciation of a range of different artists and art forms. Students will gain the skills and knowledge to assist them to interpret their own body of work, as well as the work of others.

Many students go on to complete a photographic course at a tertiary institution. The study of photography can lead students to become commercial photographers, independent fine artists, photojournalists, cinematographers, as well as pursuing careers in the fashion, advertising, industrial and travel photography industries.

Entry Prerequisites:

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Units 1 and 2 be undertaken prior to beginning Unit 3.

Course Outline – The Study is made up of four Units

Unit 1 Studio inspiration and techniques

Students will develop strategies and tools to analyse and research inspiration from other artists as well as generate ideas for their own artworks. Individual ideas are communicated through various techniques of digital and film photography, reflecting and recording experimentations in their visual diary.

Unit 2 Studio exploration and concepts

In Unit 2 students formulate an individual design process and choose a theme for their photographic enquiry and exploration. They are required to research, analyse and evaluate a range of ideas through documentation in their visual diary, with emphasis on the use of art elements and principles. Students investigate symbolism and art styles with appropriate use of art terminology.

Unit 3 Studio Practices and Processes

Using correct art terminology students write an exploration proposal that identifies and communicates the direction of their individual design process for Units 3 and 4. Following their proposal, students write a work plan and then develop and refine a range of ideas, potential directions and aesthetic qualities appropriate to their design process. They also study artists on professional studio practices in relation to particular art forms.

Unit 4 Studio Practices and art industry contexts

Students write a focus statement discussing potential directions for development and display. A folio of cohesive final artworks is presented which demonstrate aesthetic considerations and resolution of ideas. A reflection and evaluation is written when the folio is completed. Art industry contexts are explored, in particular public galleries, commercial galleries and other art spaces. The preservation, conservation and restoration of artworks are examined along with the roles, processes and methods in the presentation of artworks.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework: 5%
- Unit 4 school-assessed coursework: 5%
- Unit 3 & 4 school-assessed task: 60%
- End-of-year examination 30%

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This involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electro technology, robotics, pneumatics, hydraulics, and energy management. The rate and scale of human impact on the global ecology and environment demands that systems design and engineering take a holistic approach by considering the overall sustainability of the systems throughout their life cycle.

There are no prerequisites for entry to Units 1, 2 and 3. However, some additional preparatory work would be strongly recommended for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Course Outline – The Study is made up of four Units

Unit 1 Mechanical Systems

In this area of study students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically.

Using the systems engineering process students research, design and plan a mechanical system. They consider relevant factors that influence the creation and use of their system and document their findings and process.

Unit 2 Electrotechnological Systems

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system. A range of suitable systems for this unit is included in the *Advice for teachers*.

Unit 3 Integrated & Controlled Systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to generate and harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating.

Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

Students’ understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

A range of suitable systems for Units 3 and 4 is included in the *Advice for teachers* found in the VCAA study design.

Unit 4 Systems Control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

In the study of Systems Engineering students' level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an examination.

Percentage contributions to the study score in Systems Engineering are as follows:

- School-assessed coursework (SAC): 20%
- School-assessed Task (SAT): 50%
- End-of-year examination: 30%

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Subject description video - <https://youtu.be/62HYt411Vlw>

Theatre Studies is essentially a practical subject in that it focuses on all areas of production and performance of already written/existing plays. Students pursuing performing arts related careers may find it is in the area of production that the majority of the employment exists. Students are able to develop skills and folio work to assist them with further studies or for seeking employment.

In VCE Theatre Studies students interpret play scripts and produce theatre for audiences. Through practical and theoretical engagement with play scripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of play script-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. The study covers roles in theatre practice including **actor, director, designer, theatre** technologist and theatre administrator/manager.

Entry Prerequisites:

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Pre-modern theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 2: Modern theatre

In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Assessment

In Units 1 & 2 procedures for the assessment of levels of achievement are a matter for school decision.

Unit 3 & 4 (only Unit 1 & 2 offered in 2021)

Outcome 1 Apply stagecraft to interpret a play script for performance to an audience.-60% of assessment

Outcome 2 Document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.-15% of assessment

Outcome 3 Analyse and evaluate the interpretation of a written play script in production to an audience.-25% of assessment

For a more detailed course description please visit the study design on the VCAA website at www.vcaa.vic.edu.au

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Visual Communications Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students employ a design process to generate and develop visual communication, this process provides a structure to organise design thinking. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

Entry Prerequisites:

There are no prerequisites for entry into Units 1 and 2, however it is strongly recommended that at least one of these units are undertaken before entry into Units 3 and 4.

Course Outline – The Study is made up of four Units

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these design fields.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications students develop their own designs. They establish a brief for a client and two distinctly different needs of that client. The brief and associated research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

For a more detailed course description, please visit the Study Design on the VCAA website at: www.vcaa.vic.edu.au

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score
- The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score
- End of year examination will contribute 35 per cent.

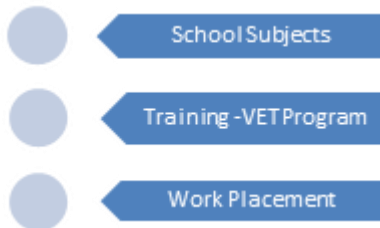
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Are you wanting to jump straight into the workforce when you leave secondary school?

VCAL might be the best pathway to support you.

What is VCAL?

- VCAL is a senior school program which has three parts:



- VCAL students attend Padua College 3 days per week for timetabled classes (Monday, Tuesday & Thursday), spend 1 weekday undertaking a VET course (that can be at Padua College or with another VET provider) and are in a Work Placement related to their career goal for 1 weekday each school week.
- At school VCAL students must undertake Literacy, Numeracy/VCE Maths, Personal Development Skills and Work Related Skills.

What does APPLIED LEARNING mean?

- VCAL is an APPLIED learning course for students in Years 11 & 12
- It is not an Academic course, learning happens through practical activities and projects delivered in 'real world' contexts
- Key Literacy & Numeracy skills are taught during activities
- Curriculum is developed around student interests
- Learning is constantly related back to the workplace and employability skills
- Work related skills are focused on, e.g.: *use of technology, team work, problem solving, etc.*
- Learning and Assessment happen inside & outside the classroom
- Assessment is flexible & continuous
- Students are given more than one chance to demonstrate competency for Learning Outcomes

What type of student is suited to VCAL?

Students who:

- Have a clear vocational goal, such as an apprenticeship or traineeship in an industry like: Automotive, Building, Childcare, Electrical, Hairdressing, and Hospitality.
- Have chosen and are enrolled in a VET course for 2021
- Don't wish to go to university directly after completing Year 12 (No ATAR is generated from the VCAL Program)
- Want to begin training and working whilst still at school
- Are self-managing and ready to be in three different places during the school week

Selection Process for the 2021 VCAL program

- Students must select the VCAL option and choose a VET program when completing their 2021 online course selection.
- Students applying for the VCAL program must attend a VCAL selection interview to assess their suitability for VCAL at the end of Term 3. Students who are unsure about VCAL as an option can apply to do VCE but still request a VCAL interview online.

NB: Opportunities for Year 11 VCE students to change to the VCAL program mid-year will be limited and may not be possible. No changes are possible during Year 12.

For More Information...

- Please refer to the following link <https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/AppliedLearninginVCAL.aspx>
- or see the Director of Applied Learning – Mr Marcus Butler [<CONTENTS>](#)

VOCATIONAL EDUCATION AND TRAINING (VET)

VET allows students to include vocational studies within their Year 10, VCE or VCAL Certificate. These VET programs may be undertaken in a variety of settings and offer students the opportunity to undertake Structured Workplace Learning (SWL). Classroom learning is combined with structured hands-on training and practice in industry.

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways
- Undertake learning in the workplace
- Undertake applied learning in an adult learning environment
- Gain a nationally recognized qualification that contributes to the VCE or VCAL
- Develop skills that will equip them for the workforce

VET programs contribute to the VCE and VCAL in one of the following ways:

- **Credit towards the VCE:** selected VCE VET Programs offer scored assessment (study score) for Units 3 and 4 in the same way all VCE studies do and includes an end of year exam and study score.
- **Credit towards the VCE :**through block credit, a contribution of 10% increment towards the ATAR as a fifth or sixth subject
- **Credit towards VCAL:** units contribute towards the industry specific skills strand at VCAL levels. Credit towards the VCAL units contribute towards the industry specific skills strand

How do students apply?

1. ***Students select VET programs when completing their subjects online***
 - ***Closes Thursday 6th August 2020 for Year 11 and Year 12 2021.***
2. ***Information on the selected programs, proposed times and 2021 costs are indicative only. Final times and costs will be provided once they become available.***
3. ***Register by completing and returning your application form and pay non-refundable deposit to Padua reception by the end of Term 3 / early Term 4.***
4. ***Courses have limited places available.***

VETiS Programs for 2021

Please note

- ***All VET programs incur an extra cost – prices below are 2020 prices and are subject to change***
- ***All students need to make their own travel arrangements***
- ***Classes are dependent on numbers.***
- ***Students may miss Padua timetabled classes.***

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VET PROGRAM	Chisholm – Frankston Campus	Chisholm - Mornington Peninsula Campus	Elisabeth Murdoch College- Langwarrin	Mt Eliza Secondary College	Padua College	Toorak College / MFS
Acting (Screen)			\$1,050			
Agriculture			\$800			
Animal Studies					\$300	
Automotive	\$1,250					
Aviation						TBA
Beauty Services	1,850	\$1,850				
Building & Construction - Carpentry					\$850	
Business	\$1,850					
Cisco Integrated Technologies			\$1,450			
Computer Assembly and Repair	\$1,500					
Community Services	\$1,625	\$1,625				
Dance			\$800		\$250	
Design Fundamentals (Photo/3D Print)	\$1,500					
Early Childhood Education	\$1,900	\$1,900				
Electrotechnology (Career Start)	\$1,335	\$1,335				
Engineering	\$1,300					
Equine						\$1,050
Fashion			\$800			
Furniture Making	\$1,200					
Hairdressing – Salon Assistant	\$2,175	\$2,175				
Hospitality – Front of House	\$1,450	\$1,450				
Health Services Assistant	\$1,150	\$1,150				
Horticulture		\$1,250				
Info/Digital Media Tech Games Creation	\$1,850					
Kitchen Operations	\$1,625	\$1,625				
Kitchen Operations - Patisserie	\$1,625					
Interior Decoration - Retail				\$1,850		
Media – Game Design				\$1,250		
Music Performance / Sound Production				\$1,250	\$250	
Outdoor Recreation	\$2,300					
Plumbing	\$1,150					
Public Safety (Fire Fighting)			TBA			
Screen and Media	\$1,350					
Sport and Recreation	\$2,050				\$300 \$450	
Tourism	\$1,550					
Visual Arts	\$1,500					

NOTE: This information maybe subject to change.

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SUBJECT SELECTION PROCESSES

Process Overview

Step 1 - Education, Careers and Training Expo (ECAT), THURSDAY 30 JULY 2020.

In the lead up to subject selections, ECAT night is an important event for students and parents to attend. Staff from TAFE, universities, private colleges, training companies and Defence Force provides information and advice for attendees.

Students will receive important information on Padua College subject areas and login details for the Subject Selection Online web-based subject selection process. This Year ECAT will be delivered in a virtual format.

Step 2 – Subject Selection Online, Webpage Opens FRIDAY 31 JULY 2020.

Following on from ECAT, students may login to the Subject Selection Online (SSO) webpage and commence their selections for 2021. Students will be emailed login details and also be given a hard copy of these details during Homeroom in the week beginning Monday 3rd August 2020.

Step 3 – Subject Selection Online, Webpage Closes THURSDAY 6 AUGUST 2020 AT 9AM.

All applications need to be submitted, both electronically and via the printed SSO receipt, by **THURSDAY 6 AUGUST**. Printed receipts can be returned via the students' Homeroom teacher.

Students who miss this important Subject Selection deadline will be placed at the end of subject entry queues and risk missing out on their desired subjects (Timetabling decisions commence as soon as SSO closes based on the generated data).

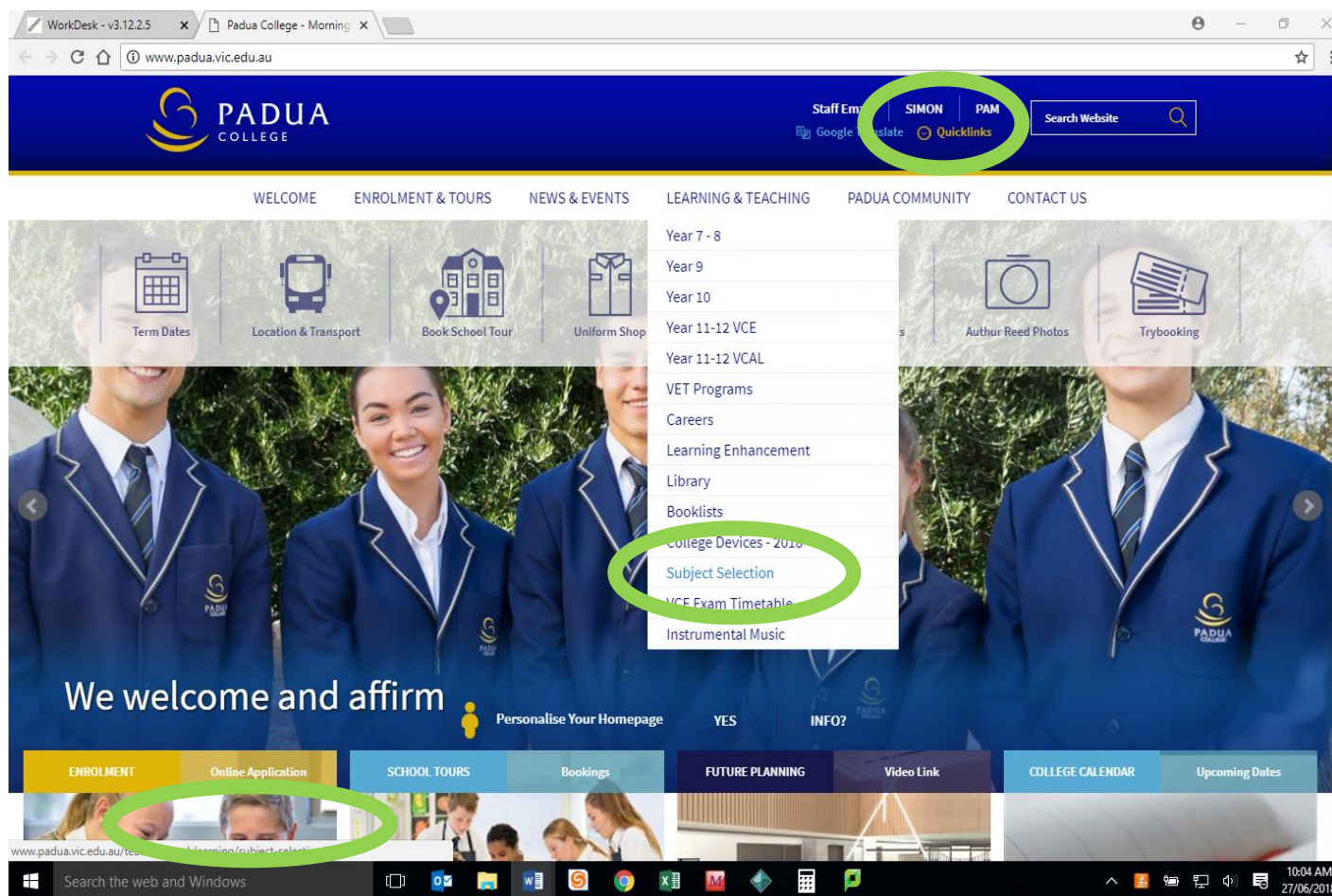
Important Subject Selection Considerations

3. Whilst the College intends to offer all studies listed in this guide for 2021, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a MINIMUM CLASS SIZE required for a class to be run. Likewise, some subjects have limited numbers and as such selection criteria will be applied. This criteria will be available early Term 3.
4. It cannot be assumed that all students will receive all of their requested studies. Given timetabling constraints, in some instances student subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and given a chance to reassess their selections.

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Subject Selection Online Explained

Step 1: Access the Padua College website, selecting the “Quick Links” and then “Subject Selection” menu option.



Step 2: Enter your student login details that were provided to you via email and in Homeroom to login to the Subject Selection portal window shown below. Follow the prompts to complete your selection process.

A screenshot of the 'Web Preferences Log In' portal. The header is blue with the text 'Web Preferences - Welcome' and the 'Timetabling SOLUTIONS' logo. The main content area is white and contains a login form. The form has two input fields: 'Student Access Code' and 'Password'. Below these fields is a blue button labeled 'Log In'.

Step 3: Once you have selected your subjects following the screen prompts, print a **Subject Selection Receipt** and have it signed by a parent/guardian and returned to your Homeroom teacher **on or THURSDAY 6TH AUGUST 2020**.

VCE Acronyms

This page provides definitions of common acronyms and terms used throughout the VCE and by Padua College and VCAA in its operations.

ATAR - Australian Tertiary Admission Rank.

DES - Derived Examination Score

GAT - General Achievement Test

LOTE - Language/s Other Than English

NA - Not Assessed

SAC - School-assessed Coursework

SAT - School-assessed Task

TAFE - Technical and Further Education

UG - Ungraded

VASS - Victorian Assessment Software System

VCAA - Victorian Curriculum and Assessment Authority

VCAL - Victorian Certificate of Applied Learning

VCE - Victorian Certificate of Education

VCE VET - VCAA managed VET programs comprised of VCE VET units

VET - Vocational Education and Training

VTAC - Victorian Tertiary Admissions Centre

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