

CANTERBURY GIRLS' HIGH SCHOOL

**Senior School
Handbook
2024
VCE Units 1 & 2**



Canterbury Girls'
SECONDARY COLLEGE



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Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.



Subject Requirements for Year 11 Students undertaking VCE

Students in Year 11 at Canterbury Girls' Secondary College are required to undertake 6 subjects per semester.

- Six Unit 1 studies in Semester 1
and
 - Six Unit 2 studies in Semester 2
- or
- Five Unit 1 studies in Semester 1
and
 - Five Unit 2 studies in Semester 2

Plus

- One Unit 3 study in Semester 1
and
- One Unit 4 study in Semester 2

Note: Students may include one VET program, offered through the Inner Melbourne VET Cluster or another external provider, as part of their VCE program.

Note: It may be that some VCE subjects run as a combined Year 11 and Year 12 class if there are not enough students selecting a subject at each year level.

NOTE:

Students in Year 11 are only permitted to undertake ONE Unit 3 & 4 Subject.

The one subject might be a subject offered at CGSC OR a subject offered through the Virtual School of Victoria OR a subject offered by an external provider (E.g.: VET, Language School, Dance School etc.)

Subject Requirements for Year 11 Students undertaking VCE Vocational Major

Students in Year 11 at Canterbury Girls' Secondary College are required to undertake the following subjects for the year.

- 2 units of VCE VM Literacy
and
- 2 units of VCE VM Numeracy
and
- 2 units of VCE VM Work Related Skills units
and
- 2 units of VCE VM Personal Development Skills units,
and
- 2 units of VET at Certificate II level or above (180 hours)

Students will undertake 20 units over the two years, and this can include structured workplace learning.



Choose from either:

VCE Units 1 & 2 offered at Canterbury Girls' Secondary College

1BI/2BI	Biology
1BM/2BM	Business Management
1CH/2CH	Chemistry
1CS/2CS	Classical Studies
1EC/2EC	Economics
1EN/2EN	English
1EAL/2EAL	English as an Additional Language
1EL/2EL	English Language
1LI/2LI	Literature
1FR/2FR	LOTE: French
1JP/2JP	LOTE: Japanese Second Language
1FY/2FY	Food Studies
1GE/2GE	Geography
1HD/2HD	Health and Human Development
1HI/2HI	History: Modern History
1LS/2LS	Legal Studies
1ME/2ME	Media
1MG/2MG	Maths: General Mathematics
1MS/2MS	Maths: Specialist Mathematics
1MM/2MM	Maths: Mathematical Methods (CAS)
1MU/2MU	Music
1PE/2PE	Physical Education
1PH/2PH	Physics
1DT/2DT	Product Design and Technology in Textiles
1PY/2PY	Psychology
1SA/2SA	Art Making and Exhibiting
1TS/2TS	Theatre Studies
1VC/2VC	Visual Communication Design

OR choose instead:

VCE Vocational Major Units 1 & 2 offered at Canterbury Girls' Secondary College

1VL/2VL	VCE VM Literacy
1VN/2VN	VCE VM Numeracy
1VW/2VW	VCE VM Work Related Skills
1VPD/2VPD	VCE VM Personal Development Skills



Units 1 & 2 Subjects

More detailed information is available from the
Victorian Curriculum Assessment Authority
(VCAA).

Go to <http://www.vcaa.vic.edu.au>



Biology: Units 1 & 2

Is this you?

Are you thinking of a career in science, medicine, veterinary science, allied health, marine biologist?

Are you interested in learning why things happen in nature and in our bodies?

Have you ever wondered how we can harness technology in living things to benefit society?

Unit 1: How do organisms regulate their functions?

In this unit you will examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. You explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2 – How does inheritance impact diversity?

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

What do you need?

- Laboratory skills in using scientific equipment
- Research and report writing skills
- Ability to plan, design and conduct practical investigations
- An interest in the world around you

Where does this lead?

- Background for Unit 3/4 studies in Biology
- Development of collaborative communication skills in discussion/group work
- Development of practical skills in the laboratory
- Offers ideas for possible career choices in environmental, veterinary or medical fields



Business Management: Units 1 & 2

Is this you?

Do you have a business idea?

Would you like to take a business idea and plan how to make it a reality?

Would you like to organise a new marketing and advertising campaign for a brand new product?

Would you like to learn how a business can improve its productivity and effectiveness?

Does this appeal?

In Units 1 and 2 Business Management, you study the planning and the operation of a business. You investigate how business ideas are formed and explore some of the issues that need to be considered before a business can be established, as well the internal and external factors which may affect business planning. You will 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.

A highlight of this course, will be your undertaking in the organisation, planning and management of a school business fair activity, by operating a small business stall. Profits are donated to a charity of the students' choice.

Business Management strives to test management in practice, through exposing you to real business scenarios and/or direct contact with business, and relating this to various management theories.

What do you need?

1. These subjects would be useful, but not essential, to a student studying Business Management in Unit 1 and 2:
 - Year 10 Taking Care of Business
 - Year 9 Money, Money, Money
 - Year 9 The Law and You
2. Current knowledge of, or interest in, business issues through various media outlets such as:
 - Newspapers, television, radio and cinema
 - Marketing and advertising initiatives and campaigns, such as TV and print, advertisements and social media

Where does this lead?

- You gain confidence communicating your ideas with other students, staff and the wider school and business community by planning and organising a school business fair activity.
- You develop important research, independent and cognitive learning skills to continue through to tertiary studies and beyond.
- You acquire a strong background for Unit 3 and 4 Business Management, which examines the role, importance, styles and skills of Human Resource Management practices and operations processes of large scale organisations in Australia.
- You pursue interests and skills in Business Marketing and Advertising, Public Relations and Human Resource Management, which are all tertiary courses at various Universities.



Chemistry: Units 1 & 2

Is this you?

Are you thinking of a career in science, medicine, forensic science or veterinary science?

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

This unit will focus on elements as the building blocks of useful materials; investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures; explore metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy. Students will also focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

This unit will focus on understanding the properties of water and investigating acid-base and redox reactions; explore water's properties, including its density, specific heat capacity and latent heat of vaporisation; focus on writing equations for acid-base and redox reactions; apply concepts including pH as a measure of acidity; explore applications of acid-base reactions and redox reactions in society. Students will also focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases; explore the relationship between solubility and temperature using solubility curves; quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

What do you need?

- An understanding of Year 10 chemistry of atomic structure, metals and non-metals and the periodic table.
- Good basic mathematical skills
- Some skill at using chemical formulae and writing equations
- Safe and responsible use of chemicals and equipment

Where does this lead?

- Background for Units 3 and 4 Chemistry
- Prerequisite for many tertiary courses
- Background for a wide variety of subjects and career choices
- Development of laboratory skills
- Enjoyment of science especially chemistry and experiments



Classical Studies: Units 1 & 2

Is this you?

- Are you interested in mythology? Or ancient history? Or art? Or literature? Or philosophy? Or archaeology?
- Are you interested in finding out about the origins of western culture?
- Are you interested in improving your critical thinking skills and your writing skills?
- Do you have an interest in questions such as – what does it mean to be human? What is love? Why are wars fought?

Does this appeal?

In Unit 1 you will explore the myths of ancient Greece to understand what this society believed to be important. You will investigate the gods and heroes like Theseus, Hercules and Odysseus; you will consider the role of women such as Helen of Troy and Medusa and you will ponder universal concepts such as love and war, the human and the monstrous. Archaeologists and historians have tried to locate mythical cities such as Troy, Knossos and Mycenae and you will undertake research to find out if there is any historical basis to myths. Finally, you will learn about the ways these myths were told and retold via sculpture, epic poetry, drama, pottery and religious ritual.

In Unit 2 you will analyse classical society through an exploration of drama. You will study two Athenian plays and explore what they reveal about political life, sexual politics and beliefs regarding fate and religion. This unit then moves into the more modern world as we assess how the classical world has inspired people and societies for centuries. Students will be required to analyse and evaluate the ways in which classical societies have influenced more modern societies. For example how do works of popular culture such as Percy Jackson and Star Wars conform to classical hero journeys? How much do artists such as Botticelli, Michelangelo and Dalí owe to classical ideals of beauty? To what extent do modern political systems such as the republic of U.S.A emulate the ancient world? In what ways are monuments such as the MCG, indebted to the stadiums & arenas & theatres first constructed 2000 years ago?

What do you need?

- An interest in ancient societies will be the most helpful.
- Students who enjoy history, literature, politics, art and drama will find this subject interesting.
- Good analytical writing skills are useful, however, you will be building upon these in the subject.
- A knowledge of Greek mythology is useful in this subject.

Where does this lead?

- Classical Studies builds a firm foundation in critical thinking skills valued by employers such as analysis, evaluation and creativity & the ability to transfer skills.
- Classical Studies will teach students writing, revision and exam skills valuable to the completion of VCE, further academic study & clear communication.
- Classical Studies has been marked up in VCE Units 3 and 4 thus studying Classical Studies can be advantageous in ATAR rankings and therefore entry to further study.
- As Classics is a multidisciplinary subject those who have completed this course have gone into a wide variety of fields including but not limited to, law, museum and art curatorship, archaeology, film and T.V., fashion design, education, architecture, art restoration, graphic design, government policy, marketing, creative writing, geology and earth sciences.
- Via your study of a variety of Classical texts you will learn about the importance of empathy and compassion, both vital attributes for students as they enter adulthood.



Economics: Units 1 & 2

Is this you?

Are you interested in learning about Australia's role in the global economy and how global factors have shaped the economy?

Are you interested in current affairs and understanding how individuals behave the way they do?

Are you interested in finding out how different markets operate and how prices are set?

Are you interested in finding out how the exchange rate changes? What interest rates are and why they change?

Are you interested in learning about Australian Government policies that help our economy?

Do you have good writing skills and the ability to analyse different types of information and data?

Does this appeal?

In Unit 1, you will examine the behaviour of consumers and businesses and analyse the factors that influence their decision making. You will examine the operation of markets and learn how prices change and resources are allocated, by developing your knowledge of the demand-supply model.

In Unit 2, you will examine contemporary economic issues such as economic growth, long term economic prosperity, environmental sustainability and factors that may lead to income disparity. You will also consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating a global issue and its trade-offs.

What do you need?

- The completion of 'Taking Care of Business' elective at Year 10 or the 'Money, Money, Money' elective at Year 9 would provide a very useful background.
- Good writing skills and the ability to collect, analyse and interpret information and data from a variety of sources is important for the study of Economics.
- Knowledge of current events and issues in the news will provide useful background for participation in discussions and understanding government policies to address economic issues.

Where does this lead?

- All students will eventually assume a number of roles in their adult lives, including roles such as consumers, voters, producers, parents – the study of Economics assists in understanding how participants in the economy affects each role.
- The study of Economics provides a general background and familiarity with economic terminology essential for the study of Unit 3 & 4 Economics.
- Economics is a core first year subject for all Commerce or Business University courses at tertiary level – all students who have studied Economics at VCE would have a competitive edge at University.
- Provides useful skills in analysis of written and numerical data.
- Provides an opportunity for students to discuss their ideas about the future of Australia and a better appreciation of the economic issues that affect them.



English, English as an Additional Language (EAL), English Language and Literature

Which English should you choose?

- Students must study at least one of the English subjects being offered as their compulsory study of English to get an ATAR.
- There are no pre-requisites for any of the subjects.
- Students may choose an English subject in Unit 1 & 2 and a different English subject in Unit 3 & 4 but this is not recommended.
- A Unit 3 & 4 sequence must be in the same subject.
- Universities will accept any of the English studies as the compulsory English
- Students may study TWO English subjects if they wish.
- Please investigate which English is most suitable by discussing this with parents, teachers and careers advisers.
- Students may choose to enrol in English / EAL or Literature or English Language.
*N.B. English as an Additional Language is only available to students who qualify for it.

English / English as an Additional Language (EAL): Units 1 & 2

Is this you?

- Can you write an essay that answers a topic in relation to a written or visual text?
- Can you persuade an audience by speaking on an issue that is currently in the media?
- Can you analyse a written and visual text in terms of its persuasive impact on the audience?
- Can you write in a range of styles for a range of purposes?

Does this appeal?

- Writing a personal response to a set text and theme involving drafting and developing a cohesive and effective written piece.
- Writing a range of responses to a series of texts and providing a reflective commentary on one of your responses.
- Responding to a set text through an analytical essay.
- Analysing a persuasive written piece and visual.
- Presenting a persuasive speech on a current issue in the media.

What do you need?

- Interest in current issues in the media.
- Interest in analysing persuasive writing.
- Interest in writing in different forms and for different purposes.
- Interest in analytical essay writing.

Where does this lead?

- Background for Units 3 and 4 VCE Study
- Arts degree
- Journalism
- Media
- Politics
- Law
- Freelance writer



English Language: Units 1 & 2

Is this you?

- Do you want to know how language and society connect?
- Are you interested in how language learning works?

Does this appeal?

Unit One looks at the features of language use – formal and informal; written and spoken. We analyse a range of texts that have been written or spoken in the last few years. The ways that children learn their first language are also studied, including theories about the process and the order that they learn different aspects of language.

Unit Two explores the changes in English over time, beginning in 450 and ending in present day forms of English across the world. We look at the features of, and differences between, international variations in English such as Hong Kong English, First Nations Australian varieties and Australian English.

What do you need?

- An eye for detail
- A willingness to learn terminology
- Happy to be involved in discussion and debate

Where does this lead?

English Language looks at present-day Australian English in Units Three and Four. Unit Three is an extension of Unit One where students analyse how language is used for specific purposes.

In Unit 4 students write argumentative essays about influences on the ways individuals speak and write. Students draw from research and their own experiences to discuss the impact of technology, globalisation and identity on language use.

Careers that English Language may lead to:

- Speech and reading therapy
- Work in law or politics
- Pre-school, primary and secondary school teaching
- Acting, screenwriting and producing
- Journalism
- Advertising



Literature: Units 1 & 2

Is this you?

- Are you interested in how culture and language impact a text?
- Do you enjoy analysis and critical thinking?
- Do you enjoy collaborating, discussing, and justifying your viewpoint?
- Do you enjoy reading and viewing challenging texts that extend your thinking?
- Do you enjoy writing: creative, analytical and reflective?

Does this appeal?

- You will closely examine texts and the impact of language features on these
- You will explore various literary movements and genres
- You will explore literature from an indigenous perspective and look at the impact of culture and place
- You will examine a text's social, historical and cultural context
- You will be exposed to poetry, plays, novels and provide your own interpretation

What do you need?

- The course is designed for students who have completed Year 10 English.
- It is important to have a love of reading and writing, and a love of critical thinking and the desire to contribute actively to class discussions
- Motivation and self-discipline are vital for success in the study of Literature

Where does this lead?

- Units 1 and 2 Literature prepare you well for Units 3 and 4 Literature.
- Studying Literature challenges your views and values, and beliefs helps you to improve your skills in English and in critical thinking.
- Studying literature extends your understanding of differing cultural views and values
- Employment opportunities for people who study Literature include international relations, the diplomatic service, politics, tourism, hospitality, journalism and media, publishing, translating and teaching.



Food Studies: Units 1 & 2

- Have you ever heard of “MasterChef” and “the Cook Up”, “My kitchen rules”?
- Do you watch food shows on TV?
- Are you interested in the food industry?
- Do you enjoy learning through practical application – i.e. food preparation and participation in practical classes? Are you interested in improving existing skills and mastering new skills and techniques?
- Are you interested in the science of food and food product analysis?

Does this appeal?

Food Studies aims to provide students about the historical and indigenous foods of our country.

Unit 1: Food origins

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

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

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

Unit 2: Food makers

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

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

What do you need? An interest in food is essential as this will provide the desire to learn more about foods and its preparation. All skill levels are catered for.

Where does this lead? Home economics, consumer science dietetics, health promotion food technology, food manufacturing and hospitality. Many students have chosen Food Studies because they enjoy the practical aspect, and it creates a balance with their other subjects.

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Geography: Units 1 & 2

Is this you?

Do you want to learn about the issues facing our planet?

Do you want to play an active role in shaping your future environment?

Do you enjoy getting out of the four walls of the classroom?

What career would you like to pursue? Do you realise that Geography opens up the world to you, where the possibilities are endless?

Does this appeal?

Geography is the study of the way the Earth works, how humans impact the Earth and the explanations as to why and how we respond and manage these impacts.

Unit 1: Hazards and Disasters

Students explore the processes involved with hazards and disasters, considering their causes, impacts and human responses to hazard events. These are explored through the case studies of at least two selected hazards and incorporate fieldwork activities. The types of hazards that can be studied through this course include, geological (or geophysical), hydro-meteorological, biological, and technological. The core assessment for this unit is a Geographic Fieldwork Report. This is supported by additional learning tasks.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP. The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students explore tourism at a local scale by participating in a fieldwork investigation of a tourist attraction within the region of Melbourne. The core assessment for this unit is a Geographic Fieldwork Report. This is supported by additional learning tasks.

What do you need?

- There are no prerequisites. The studies in Geography taken in Year 7- 9 are sufficient background.
- An interest in the subject area and a desire to experience our environment first hand.
- An ability to read and analyse maps, tables and graphs and take and describe photographs.
- You need to be able to observe our environment and be able to describe, explain and interpret what you see.

Where does this lead?

Geography is a fascinating subject that relates closely to our everyday lives and our future. It involves social, environmental, economic, political and historical analysis of world issues. It encourages students to question their values and responsibilities as Global Citizens. Possible further areas of study could lead to Tourism, Wild Life Management, Environmental Science, Emergency Services Management, GIS Spatial Technologies and many more.



Health and Human Development: Units 1 & 2

Is this you?

How healthy are Australian youth?

What issues need to be considered when entering relationships and parenthood?

What wonderful development happens over the first few years of human life?

Do you want to experience being the caregiver to a Virtual baby?

Does this appeal?

Unit 1: What is Health?

Students unpack the meaning of health and wellbeing, look at data regarding health status and explore possible contributions to youth Health in Australia, such as, age, culture, religion, gender, socioeconomic status, nutrition, the influence of advertising and other social and political factors.

Students research and prepare a group presentation about one focus area that challenges the health of Youth in Australia.

Unit 2: Managing health and Development

Students investigate the expected physical and social changes over our lifespan, the perceptions of and development experienced.

Parenthood as a potential transition in life is explored with a focus on characteristics of respectful, healthy relationships and how parents/carers and families as well as other factors can influence and contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan.

Students examine our health care system, the equity of access to health services that promotes health and wellbeing, as well as the rights and responsibilities of individuals receiving care. They analyse a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

What do you need?

- Students should have an interest in the human experience.
- Students need to be able to read and understand their text book, complete HHD responses and participate in class activities.

Where does this lead?

- Do you want to be part of the fastest growing industry in Australia and the world the health industry?
- Unit 1 and 2 HHD is excellent preparation to understand VCE expectations, especially for Units 3 and 4 HHD
- After learning HHD many students consider careers in healthcare, industry and government programs and overseas aid.



History – Modern History: Units 1 & 2

Is this you?

Would you like to understand the motivations behind the actions of individuals or nations?

Do you have an interest in the events that have shaped the modern world?

Do you like to read and learn about historical events?

Would you like to develop your written skills?

Do you enjoy working with historical sources such as documents, cartoons, text, film or data?

Does this appeal?

Unit 1: Modern History: 1918-1939 – Ideology & conflict, and Social & cultural change

The focus for the first unit of the subject charts the rise of Hitler and NSDAP in Germany. Content begins at the conclusion of the First World War and studies the impact of the Treaty of Versailles on post-war Europe. We then focus specifically on Germany and the factors that led to the rise of Nazism. Students will look at the transition from the Weimar period of German history to life under Hitler and the social and cultural change that occurred during this time. Students conclude the unit by looking at the outbreak of the Second World War and the Holocaust.

Unit 2: Modern History: 1945-2001 – Causes & consequences of Cold War, and Challenge & change

Content for Unit 2 begins with the underlying causes of Cold War tension before moving on to look at how these turned into outright hostility at the conclusion of the Second World War. Key moments in the early decades of the Cold War are examined such as Churchill's 'Iron Curtain' speech, the arms race, the space race and the division of Germany. The subject concludes by looking at the collapse of communism in Europe and the new challenges faced by the West as we entered the new millennium including the rise of global terrorism.

What do you need?

The most significant pre-requisite for this subject is an interest in modern history. If you are interested in, and passionate about the key events, ideas, leaders and movements that shaped the 20th Century then you will find the subject to be highly engaging. If you have an interest in where we've come from as a global society and perhaps where we might be headed, then this subject is for you.

Where does this lead?

Modern History is intended to prepare students for studying Revolutions at Year 12. Assessment items and many of the ideas and skills explored in this subject are reflective of those that students will tackle at Year 12. It is highly recommended that students who wish to take Revolutions at Year 12 select Modern History at Year 11.

While the natural progression for students is to move on to Revolutions in Year 12, many of the skills are transferable to other subjects in the Humanities. These skills include; engaging with complex forms of writing, essay structure, critical thinking and analysis of written and visual source material.



Legal Studies: Units 1 & 2

Is this you?

- Do you have an interest in current legal issues and events such as crime & homicide?
- Would you enjoy excursions to the Magistrates' Court or Parliament?
- Would you like to extend your knowledge on individual rights and the role of the police?
- Would you like to learn about the criminal mind?
- Do you enjoy watching shows such as 'Suits', 'Law and Order', 'Making a murderer' and Silks?

Does this appeal?

Legal Studies Unit 1 and 2 introduces you to the need and nature of criminal and civil law and the role of our law-making bodies. Students will look how a cohesive society can be achieved through the principles of the Australian Legal System: Fairness, Equality, Access, and the importance of Rule of Law.

Unit 1: The presumption of innocence

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

Unit 2: Wrongs and Rights

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Social factors are critically analysed in order to understand difficulties faced by different groups within the criminal justice system, such as First Nations people, young people, culturally & linguistically diverse people, mental health issues and people with disabilities. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

What do you need?

- These subjects would be useful, but not essential, to a student studying Legal Studies in Unit 1 and 2:
 - Year 9 The Law and You
 - Year 10 Taking Care of Business
 - Year 9 Money, Money, Money
- Current knowledge of, or interest in, legal, social and political issues through various media outlets such as: Newspapers, television, radio and cinema
- The ability to debate issues and/or form arguments on various issues of interest, such as: Justice, Fairness, Equality, Rights, Freedoms, Abortion, Prison Management, etc.

Where does this lead?

- Provides great foundations for Unit 3 and 4 Legal Studies
- You develop important analytical, research, independent and cognitive learning skills to continue through to tertiary studies and beyond.
- Development of effective communication skills in classroom discussions and debates on current legal issues.
- Understanding of your role in the world, how your voice matters and how to utilise our legal system in the future.



LOTE: French: Units 1 & 2

Is this you?

- Are you interested in learning about other cultures?
- Do you want to better understand the world around you?
- Do you enjoy collaborating and communicating with others?
- Do you have an interest in French culture, history and geography?

Does this appeal?

- You will use a range of resources to study topics and subtopics under the three broad themes set out in the Study Design: The Individual, The French-Speaking Communities and The World Around Us.
- Unit 1 subtopics include festivals and celebrations, sports and hobbies, exchanges, gap years and travelling abroad.
- Unit 2 subtopics include study and work, the French Revolution and visiting the regions of France.
- You will experience an academic challenge “par excellence”!

What do you need?

- The course is designed for students who have completed Year 10 French.
- It is important to have a sound knowledge of the basics of French grammar and a willingness to further develop your grammar skills.
- You will develop your language skills progressively so you should have good study habits such as regularly creating personal vocabulary lists and accessing comprehension resources.
- Motivation and self-discipline are vital for success in the study of a language!

Where does this lead?

- Units 1 and 2 French prepare you well for Units 3 and 4 French.
- Bonus points are added to your VCE ATAR score if you study a Language.
- Studying French helps you to improve your skills in English and in critical thinking and problem solving.
- Employment opportunities for people who speak French include international relations, the diplomatic service, tourism, hospitality, business and marketing, journalism and media, banking and finance, international commerce, publishing, translating and teaching.



LOTE: Japanese Second Language: Units 1 & 2

Is this you?

Do you enjoy communicating and would you like to develop this skill further?

Are you willing to broaden your mind and challenge your view of the world?

Are you interested in other cultures?

Do you like to travel and meet new people?

Does this appeal?

Students use a range of resources to study three sub-topics in each unit within the three broad themes of The Individual, The Japanese-Speaking Communities, and The Changing World.

Unit 1 Sub-topics:

- Holidays and leisure time
- Family and friends
- School in Japan

Unit 2 Sub-topics:

- Balancing school life with study, hobbies and a part-time job
- Travel in Japan
- Technology

What do you need?

- To enjoy a challenge
- A strong knowledge base with good skill development at the Year 10 level
- Willingness to develop all 4 language skills: listening, speaking, reading and writing
- Readiness to communicate in both the spoken and written language
- Motivation to learn and revise vocabulary and grammatical structures regularly

Where does this lead?

- The study of Units 3 & 4 Japanese
- The addition of bonus points to the VCE ATAR score for the study of a language
- Increased understanding of English grammar and improved writing skills in English
- Enhanced problem-solving skills and flexible thinking
- The study of Japanese at university
- Employment in business, education, tourism or foreign affairs
- Leisure activities in travel or cultural pursuits



Media: Units 1 & 2

Is this you?

- Do you enjoy analysing film, television and print media?
- Do you love photography?
- Would you like to make a film?
- Do you enjoy collaboration and organisation?

Does this appeal?

Unit 1: Media forms, representations, and Australian stories and Unit 2: Narrative across media forms

Unit 1

Area study 1 Media representations: *How do we see ourselves and our world in media products?*

Area Study 2 Media forms in production: *How can we manipulate codes and conventions to create representations?*

Area study 3 Australian stories: *How are Australian stories structured in fictional and non-fictional media narratives?*

- develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.
- explore media codes and conventions and the construction of meaning in media products.
- analyse how narrative and media codes and conventions contribute to the construction of the media.
- develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals.
- develop an understanding of the features of Australian fictional and non-fictional narratives
- work in a range of media forms and develop and produce their own media works

Unit 2

Area study 1 Narrative, style and genre *How do media creators develop their style?*

Area study 2 Narratives in production *How can we use the production process to create our own media narratives?*

Area study 3 Media change *What is the impact of new media technologies on us as individuals and as a society?*

- further develop an understanding of the concept of narrative in media products and forms in different contexts.
- analyse the influence of developments in media technologies on individuals and society.

What do you need?

- There are no prerequisites for entering Units 1 and 2 of Media however an interest in text analysis, photography, filmmaking, advertising, art and storytelling is desirable. This subject is generally appealing to students who enjoy English and Art subjects and have a love of film and images.

Where does this lead?

In units 3 and 4, students will:

- Design and create a media product
- Study, discuss and analyse two film narratives
- Examine and analyse the relationship between the media and the audience
- Careers could include Advertising, Lighting, audio, photography, Journalism and Photojournalism, Script writing, Editing, Animation



Scope of study of VCE Mathematics

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

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills,
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar,
- use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Year 11

General Mathematics Units 1 & 2
Mathematical Methods Units 1 & 2
Specialist Mathematics Units 1 & 2

Year 12

General Mathematics Units 3 & 4
Mathematical Methods Units 3 & 4
Specialist Mathematics Units 3 & 4



Maths: General Mathematics: Units 1 & 2

Is this you?

Do you like doing Maths?

Do you want a Maths subject that is not as algebraic as Maths Methods?

Do you want a Maths subject that enhances your statistical and analytic skills that you use in most other subjects?

Do you want to do two Mathematics subjects at Year 11?

Is Mathematics a prerequisite subject for a tertiary course that you are interested in?

Is Mathematics listed in the middle band selection?

Does this appeal?

The General Maths units are designed to cater for students who want a stand-alone Mathematics subject that leads onto General Mathematics Unit 3 and 4 in Year 12

OR

For students who aim to study two mathematics subjects at Year 11, General Mathematics and Mathematical Methods. Then pursue both General Mathematics and Mathematical Methods in Year 12.

The areas of study for Units 1 and Units 2 come from:

Data analysis, probability and statistics; Discrete mathematics; Functions, relations and graphs; and Space and measurement.

The appropriate use of technology to support learning, particularly the use of CASIO Classpad CAS calculators is encouraged. The statistical and graphing functions on the calculator are extensively used to minimize repetitive hand calculations.

What do you need?

- It is necessary to have a good knowledge and understanding of Year 10 Mathematics.
- You are required to apply mathematical problem solving to real situations.
- You are required to use technology, particularly your CAS calculator, for this study.

Where does it lead?

Mathematics helps you think logically, to solve problems and to be organised

This study is designed to lead to General Mathematics 3 & 4 in Year 12.

Many career areas and courses leading to them have mathematical prerequisites. Check these using Career and Job Guides and Tertiary Entry Requirements for the current year.

Note: It is advisable to read this in conjunction with the Mathematical Methods subject information.



Maths: Mathematical Methods: Units 1 & 2

Is this you?

Are you good at Mathematics, particularly algebra and graphing?

Do you find that you can readily learn new Mathematical techniques?

Are you able to think logically and solve problems?

Are you able to apply Mathematics to real situations?

Does this appeal?

These units are designed in particular as preparation for Mathematical Methods 3 & 4. The areas of study for Unit 1 & 2 are Functions and Graphs, Algebra, Calculus and Probability and Statistics.

In Functions and Graphs, we revise and extend our knowledge of Linear Functions, their graphs and gradients and also of Quadratic Functions and their graphs. We meet new functions including those based around $y = x^3$, $y = x^4$, circles, exponential, logarithmic and trigonometric functions.

In Algebra we solve many types of equations. These include revising quadratic equations and extending the use of the Null Factor law to cubic and quartic equations. We learn to solve exponential, logarithmic and trigonometric equations. We extend the range of simultaneous equations. In addition to working with equations we learn to work with logarithms and advanced indices.

Calculus is a branch of mathematics not met in years 7 to 10. At this level it introduces an intuitive understanding of instantaneous rates of change through familiar situations. Through looking at graphs and numbers we look at the measurement of constant, average and instantaneous rates of change. We also learn to differentiate and anti-differentiate linear, quadratic, cubic and quartic functions.

In Probability and Statistics we cover introductory counting principles and techniques and their application to probability using various forms such as lists, grids, Venn diagrams, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including rules for computation of probabilities for compound events.

What do you need?

- It is necessary to have a good knowledge and understanding of year 10 Mathematics, in particular solving and graphing linear and quadratic equations. It is recommended that you are above or well above the standard for year 10 mathematics.
- It is useful to reason logically and use a range of problem solving techniques.
- You are required to apply routine mathematical methods to real situations.
- You are required to use technology, particularly your CAS calculator, for this study.

Where does it lead?

- Mathematics helps you to think logically, to solve problems and to be organised.
- This study is designed to lead to Mathematical Methods 3 & 4.
- It is also possible to proceed to General Mathematics 3 & 4 from Mathematical Methods 1 & 2, although not all prerequisite knowledge will have been covered unless General Mathematics 1 & 2 has also been studied at Year 11.
- Students who particularly enjoy Mathematics may choose to study both Mathematical Methods 3 & 4 and General Mathematics 3 & 4 in year 12.



- Particularly able students who have studied both Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2 may choose to do Mathematical Methods 3 & 4 and Specialist 3 & 4 in year 12.
- Students who have achieved very good results in Mathematical Methods 1 & 2 may choose to proceed onto Specialist 3 & 4 and Mathematical Methods 3 & 4 without having completed Specialist 1 & 2.

Note: Mathematical Methods 3 & 4 is a prerequisite for many Science courses, Medicine, Health science courses, many Economics and Commerce courses and some computer courses. Check these using Career and Job Guides and Tertiary Entry Requirements for the current year.

Have you considered doing two maths subjects at year 11?

Mathematical Methods 1 & 2 and General Mathematics 1 & 2

OR

Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2



Maths: Specialist Mathematics: Units 1 & 2

If you choose to do this subject you must also be doing or have already completed Mathematical Methods 1 & 2.

Is this you?

Are you good at Mathematics, particularly algebra and geometry?

Do you find that you can readily learn new Mathematical techniques?

Are you able to think logically and solve problems?

Are you able to apply Mathematics to real situations?

Do you enjoy mathematics?

Do you like the challenge of solving mathematical problems?

Do you want to do two Mathematics subjects at Year 11?

Are you considering doing Specialist Mathematics in Year 12?

Are you considering an engineering pathway in university?

Does this appeal?

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.



Music: Units 1 & 2

Is this you?

Do you enjoy singing or playing a musical instrument?

Do you like participating in a musical ensemble?

Would you like to develop your music performance skills?

Do you wish to continue to be involved in musical performances?

Would you like to use computer music programs to compose and arrange your own music to play?

Does this appeal?

Music Performance enables you to develop skills in practical music through participation in both solo and group performance.

You must learn an instrument (includes voice), and take lessons from either a teacher at school, or privately in the community.

You are required to participate in a musical group at school; and also undertake class lessons that are aimed to assist in the development of aural skills, composition skills, sight reading, improvisation and performance strategies.

What do you need?

- For Units 1 and 2, you work on a practical program of your own choice and therefore we can accommodate a range of performance standards.
- As a general rule, we advise you to have completed a minimum of AMEB Grade 4 practical and Grade 1 theory or musicianship. Those students who have a limited background of music theory need to be prepared to do additional study.
- Those of you wishing to continue on to Units 3 and 4 Music are advised to enter Units 1 and 2 at a higher AMEB practical standard.
- Previous experience in aural training is also recommended. You may have covered some aspects of aural training in the Middle School music electives, or through doing AMEB practical exams or musicianship, or through choral training.

Where does this lead?

- Participation in an area that provides enjoyment and personal satisfaction in the performing arts.
- Development of practical music performance skills both as a soloist and as a member of an ensemble.
- Background for undertaking Units 3 and 4 Music Contemporary Performance.
- Advisable for University and TAFE Music courses.
- Highly desirable for preschool and primary teacher training courses.
- Links to music industry careers including music retail, entertainment and recording industry.
- Provides an option for involvement in leisure pursuits either on an individual basis, or as a member of a group.



Physical Education: Units 1 & 2

Is this you?

Do you like participating in all types of physical activity and learning to understand how our body functions when exercising?

Would you like to understand how we learn and acquire new physical skills?

Would you like to understand how and why the body should perform most efficiently?

Would you like to complete practical activities to assist this understanding?

Does this appeal?

The course for Units 1 and 2 VCE Physical Education is both practical and theoretical in nature.

Units 1 and 2 – Subject Snapshots

In Unit 1, you will examine the systems of the human body (respiratory, cardiovascular, skeletal and muscular) and how they work together to create movement. Through involvement in practical activities you will explore the relationships between the systems and how they adjust and adapt to physical activity. You will also examine conditions of each system and how they affect the function of the system. You will consider the use of legal and illegal practices to improve performance and evaluate the benefits and harms of each.

In Unit 2, you will look at physical activity and sedentary behaviour and the role of each in health and wellbeing both individually, in different population groups and across the lifespan. You will look at the benefits of physical activity and the consequences of sedentary behaviour. You will plan and participate in a program of activity that meets Australia's Physical Activity and Sedentary Behaviour Guidelines. You will use a model to critique a range of strategies that are used to promote participation in regular physical activity.

What do you need?

- The theory studied in class can be applied to the practical activities also completed during class time. Whenever practicable, the double sessions are devoted to practical activities or the completion of laboratory work of various types.
- Several practical activities as well as excursions to related areas of study may be arranged during the course of both units of study.

Where does this lead?

- Enjoyment from participating in a range of physical skills and sports.
- An interest in tertiary studies in the following areas: Primary or Secondary PE teaching, Nursing, Medicine, Physiotherapy and other related fields, such as Sports Coaching, Sports Psychology, Physiology & Health Promotion.
- Background studies for Units 3 and 4.
- Development of specific skills.



Physics: Units 1 & 2

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations, and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

VCE Physics provides a continuing study pathway within the discipline which can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science, and transport and vehicle safety.

Unit Descriptions

Unit 1

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

Unit 2

In this unit, students explore the power of experiments in developing models and theories. They investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students also investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. They choose one of eighteen options to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-designed scientific investigation will be undertaken. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Units 1 & 2.

Assessments

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. A variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key science skills and key knowledge in the outcomes will be used, including laboratory report, data analysis, modelling and simulation activities, and scientific poster design.



Product Design and Technology in Textiles: Units 1 & 2

Is this you?

- Do you love making?
- Do you have an interest in fashion, costume and designing?
- Are you interested in your designs becoming a reality?
- Are you interested in pursuing a career in theatre, fashion, or film?

Does this appeal?

Unit 1: Sustainable product redevelopment

You will research existing designers and their products. You will use this information to make decisions about sustainability, economic factors, ethics and production. This research will inform your own creative journey as your designs come to life and you develop your own fashion portfolio.

Unit 2: Collaborative design

You will work to design and produce a product/s in a team. You will be inspired by global designers to think outside the square and challenge yourselves to create dynamic and ambitious products. For example; costuming, cosplay, large scale textile endeavours and wearable art.

What do you need?

- There are no prerequisites for entering Units 1 and 2 of Product Design and Technology (Textiles) however an interest in art, fashion, costume, and design is desirable. This subject is not limited to garment production, but your imagination is truly your only limitation. You may wish to revisit your practical skills developed from Years 7 – 10 in art, technology, and textiles.

Where does this lead?

- To develop a folio to present to future tertiary selection panels.
- To apply practical skills used in industry.
- To provide a background for Unit 3 and 4 studies.
- Careers in design, fashion, STEM, theatre, movies and TV.
- Develop life skills in sustainability, economic and ethical decision making.
- To allow you the opportunity to express personal and individual ideas in a 3D form.

Assessment and reporting

All assessments at Units 1 and 2 are school-based. For this unit students are required to demonstrate two outcomes. The two compulsory assessment tasks for this unit are a design folio and finished product/s; and end of semester examination.



Psychology: Units 1 & 2

Is this you?

Do you wonder why people do what they do?

Why is it that we can 'see' the same thing but 'see' it differently?

Does your environment determine the person you will become?

Is mental health and mental illness genetically predetermined?

Would you like to be able to predict people's behaviour?

Does this appeal?

Unit 1: How are behaviour and mental processes shaped?

In this Unit you will explore how genetics and the environment influence the person you are and will become. You will learn about the "Biopsychosocial" model and apply it to every topic; from how you develop your attitudes, to the influences hereditary factors have on your development including Mental Health and abnormal behaviours. We also explore the role of mental health workers including psychologists and psychiatrists. You will investigate what happens when the brain is damaged, and what future impact this may have. You will explore and marvel at the brain's neuroplasticity after trauma has occurred.

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

In this unit you will evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others by explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values including Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

In Area of Study 3 you will undertake your own research investigation. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

What do you need?

Entry: There are no prerequisites for entry to Units 1 and 2.

What is required?

An inquisitive mind that is aware of and follows Ethical Guidelines of Psychological Research to understand what makes us who we are by exploring previous research and conducting your own.

Where does this lead?

- There are no prerequisites for Unit 3 Psychology, however completing Units 1 and 2 is advantageous.
- Careers in Psychology are many and varied. From the obvious, becoming a Psychologist, to combining it with your other interests like Business Management and looking at a career in Marketing; or Legal Studies and looking at a career in Criminology: A teacher: Nurse, anything to do with people!!



Art Making and Exhibiting: Units 1 & 2

Is this you?

- Do you have an interest in Visual Arts?
- Do you enjoy painting, drawing, photography and other practical activities?
- Are you interested in learning about art galleries, other artists and their ideas?
- Are you brimming with concepts and ideas that can be expressed in a visual form?

Does this appeal?

Unit 1: Explore, expand and investigate

You will explore materials, techniques and processes in a range of art forms and expand your knowledge and understanding of the characteristics, properties, and application of them. You will investigate the historical development and safe handling of materials you use. You will explore a range of artists and their ways of working to inform your own art making.

Unit 2: Understand, develop and resolve

You will investigate how artists use aesthetic qualities to represent ideas in artworks. You will learn about exhibition design and galleries. In your artmaking you will respond to a set theme and progressively develop your ideas through materials, techniques, processes, art elements, and art principles. This will be developed in a visual arts journal and at least one finished artwork.

What do you need?

There are no formal prerequisites for entering Units 1 and 2 Art Making and Exhibiting but a genuine interest in working in a practical artistic environment is desirable. You are encouraged to visit galleries or public spaces where the artworks of artists are exhibited. An experimental attitude to materials and their inherent properties is beneficial as is the desire to understand the working methods and reasons for the production of other artists' work.

Where does this lead?

- To allow you the opportunity to express personal individual ideas in a visual form.
- Working in the arts industry.
- To develop a folio of practical visual artworks to present to future tertiary selection panels.
- To acquire practical skills in a number of art forms.
- To provide a background for Unit 3 and 4 studies.

Assessment tasks:

Unit 1:

Outcome 1: Students record and document art making in the Visual Arts journal using written and visual material.

Outcome 2: Students develop at least one finished artwork from the experimental works completed in Area of Study 1.

Outcome 3: Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist.

Unit 2:

Outcome 1: Students design and curate a thematic exhibition of six artworks.

Outcome 2: Students produce a series of experimental artworks and visual arts journal.

Outcome 3: Final artwork and evaluation.



Theatre Studies: Units 1 & 2

Is this you?

Do you enjoy performance?

Are you interested in learning about different theatrical styles?

Do you like exploring and interpreting scripts?

Do you enjoy workshops where you develop performance skills?

Do you like going to the theatre?

Does this appeal?

Unit 1: Exploring pre-modern theatre styles and conventions

The area of study focuses on exploration of play-scripts from the pre-modern era of theatre (works prior to the 1920s). Students work in production roles focussing on acting, direction and design (costume, make-up, props, set, lighting, sound) and learn about three distinct period from this era and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

The area of study focuses on exploration of play-scripts from the modern era of theatre (the 1920s to the present). Students work in production roles focussing on acting, direction and design (costume, make-up, props, set, lighting, sound) and learn about three distinct period from this era and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

What do you need?

- An interest in theatre
- An interest in performance
- An enjoyment of working in groups

Where does this lead?

- Development of performance skills
- Pre-requisite for Tertiary courses
- Background for Units 3 and 4
- Personal growth
- Development of greater confidence
- Development of communication skills
- Development of interpersonal skills
- Development of creativity



Visual Communication Design: Units 1 & 2

Is this you?

Are you creative?

Do you have a passion for drawing and communicating visually?

Do you enjoy design thinking for solving design problems?

Do you enjoy working with a range of manual and digital media and materials?

Do you enjoy the design process and developing a folio?

In VCE Visual Communication Design introduce students to practices and processes used by designers across a range of different creative design fields- from physical objects and environments, such as architecture, interior design, landscape design; to design messages in physical and interactive spaces from branding, advertising, illustration, visual merchandising. Students use drawing and computer methods to solve creative design problems.

Where does this lead?

Graphic designers, app and web designers, illustrators, advertisers and marketing. In object design, the following can include but are not limited to industrial, product, graphic, furniture and accessory designers.

Environmental designers include but are not limited to architects, landscape architects, urban designers, interior designers and stylists, set and event designers, exhibition and display designers and visual merchandisers.

Unit 1

Reframing Design Problems

How do designers find and reframe human-centred design problems?

Students use human-centred research methods to reframe a design problem and identify a communication need.

Solving communication design problems

How can visual language communicate to audiences and shape behaviours?

Students should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Design's influence and influences on design

What influences design, and what does design influence?

Students should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2

Design, place and time

How does design reflect and respond to the time and place in which it is made?

Students present an environmental design solution that draws inspiration from its context and a chosen design style.

Cultural ownership and design

How do designers evolve culturally appropriate design practices?

Students should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Designing interactive experiences

What is the role of visual communication in shaping positive and inclusive interactive experiences?

Students should be able to apply the VCD design process to design an interface for a digital product, environment or service.



VCE Vocational Major (VM)

More detailed information is available from the
Victorian Curriculum Assessment Authority
(VCAA).

Go to <http://www.vcaa.vic.edu.au>



Is this you?

Are you interested in a new vocational and applied learning program that sits within the VCE?
 Would you like to do your learning through relevant and authentic learning experiences in a real-world context that relates directly to their own future?

Would you like to extend your knowledge of workplace skills to prepare you for a world of work?

Are you thinking of doing an apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce?

Do you want to participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Does this appeal?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team. It takes what is called an "Applied Learning approach". Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected.

What do you need?

Students must successfully finish a minimum of 16 units, including:

- A minimum of 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- A minimum of 3 other Unit 3-4 sequences
- A minimum of 2 VCE VM Numeracy or VCE Mathematics units
- A minimum of 2 VCE VM Work Related Skills units
- A minimum of 2 VCE VM Personal Development Skills units, and
- A minimum of 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Where does this lead?

- The VCE Vocational Major is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.
- The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.
- The four main studies are assessed at a school level through authentic assessment activities.
- There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.
- Students studying a VCE VM Unit 3 and 4 subject are expected to sit a section of the GAT.
- Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.



What will the VCE VM program look like at Canterbury Girls' Secondary College?

	Literacy	Numeracy	Work Related Skills (WRS)	Personal Development Skills (PDS)	VET (certificate, level and hours)	Total
VCE VM Units 1 and 2 (from 2023)	VCE VM Literacy Unit 1	VCE VM Numeracy Unit 1	VCE VM WRS Unit 1	VCE VM PDS Unit 1	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 1 and 2 (180 hrs)	5
	VCE VM Literacy Units 2	VCE VM Numeracy Units 2	VCE VM WRS Unit 2	VCE VM PDS Unit 2		5
VCE VM Units 3 and 4 (from 2024)	VCE VM Literacy Unit 3	VCE VM Numeracy Unit 3	VCE VM WRS Unit 3	VCE PDS Unit 3	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 3 and 4 (180 hrs)	5
	VCE VM Literacy Unit 4	VCE VM Numeracy Unit 4	VCE VM WRS Unit 4	VCE PDS Unit 4		5
Total units	4	4	4	4	4	20

Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VCE VM Subject Overviews

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.



Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective



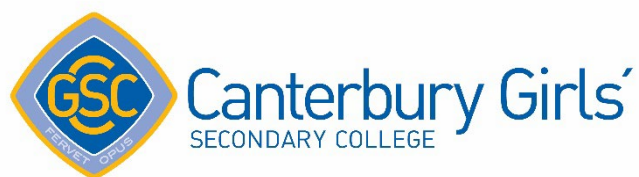
leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.