HONOUR THE WORK

Melbourne High School

VCE Information Booklet

for 2024 Year 11

students and parents

Contents

General Information

Contacts

The following staff can provide appropriate advice to students and parents.

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Assistant Principals	Mr Paul Drew, Mr Andrew Sloan, Ms Pelissa Tsilimidos, Ms Janet Devlin	
Principal	Dr Anthony Mordini	

Timeline for subject selections

Thursday 27th July	6.00pm – Parent & Student Information event. Live & via MS Teams
Late July 2023	Year 10 VTAC Guide published
Monday 7th August	Subject preference draft due
Wednesday 9th August – Tuesday 15th August	Year 10 students attend one-on-one counselling sessions with Form Teachers
Friday 18th August	Subject preference online portal closes
Term 4, week 2	Late VCE subject preference changes can be submitted – reduced options
Term 4, week 9	Very late VCE subject preferences – further reduced options

Advice for students in managing the VCE

The VCE years at Melbourne High are a strenuous academic experience. The keys to your success are planning, time management, self-awareness, and the development of positive working relationships with your teachers and peers. As a student, you should familiarise yourself with the basic concepts of the VCE:

- The study of semester-long Units (twelve in Year 11, and ten in Year 12)
- Learning Outcomes - what you must know, or be able to do, by the time you have finished a unit. If you fail to demonstrate a learning outcome you will receive an N (not satisfactory) result for the entire unit.

- School assessments and examinations which indicate the quality of student work are graded from A+ to E or UG

From Student Learning Co-ordinators' (SLC's) point of view, the most common problems faced by students in managing the VCE include:

  - failure to meet deadlines
  - lack of honest discussion with teachers and SLCs
  - choosing subjects on an unrealistic basis
  - lack of balance between academic, sporting, cultural and personal activities
  - poor organisation, security and storage of work

Some advice:

- ✓ Choose subjects mainly on the basis of your interests and abilities. The choice of subjects must be made with an eye to future careers and the university courses that lead to them. Check Tertiary Entry Requirements very carefully and learn to use the Careers Room regularly. Be willing to look at your own performance and abilities and be willing to make changes to your VCE program in the middle of Year 11 or at the start of Year 12 if necessary. Only tackle a Units 3 & 4 sequence in Year 11 if you can demonstrate the capacity to handle it.

- ✓ Learn to see teachers as partners in the learning process. They are just as interested in teaching you how to learn as in teaching particular knowledge and skills. Approach them with any learning difficulties in the collection, organisation, analysis or presentation of information. Be honest in explaining your difficulties and be willing to accept advice.

- ✓ **Keep your life in perspective.** The best achievers at this school have always been students who remain committed to a reasonable range of school and outside activities. Some scaling back may be needed, but too many students cut out all non-academic activities and have no real outlet for relieving stress and miss out on a most valuable aspect of the education of the whole person.

- ✓ Ensure that you have enough sleep and regular exercise. Research indicates teenagers in senior high school should have 8-10 hours of sleep each night. Brains that are rested and have had exercise will work more efficiently and effectively. Trying to study late into the night is counterproductive to good learning. Sleep and exercise also help promote mental health at a time that can be stressful.

- ✓ Carefully study the assessment calendar issued at the start of Term 1 and chart all due dates and the estimated time required to complete all tasks. Individual faculty documents or discussion with teachers will enable students to accurately predict the time needed for each piece of work. Note any pressure points during the year and develop strategies to handle them. Learn to work efficiently and to co-ordinate work between different subject areas.

- ✓ Aim to complete work <u>before</u> the due date. If serious problems are emerging, talk to your teachers or co-ordinators. Extensions can be granted to deserving students who have evidence of conscientious completion of parts of a task. Class teachers along with SLCs can grant extensions for set work and the SLC can grant an extension (in exceptional circumstances) for an assessment task (normally extensions for assessment tasks are only granted with a medical certificate).

- ✓ Look after your work. Back up all your work on a regular basis. OneDrive can help with this. Be proud of your own achievements. Share ideas, but do not share written work.

- ✓ Above all, learn to enjoy the VCE and treat it as a significant part of your education for life.

A parent's role with the VCE student

In many ways, it is not only a student who completes a VCE course, but also the whole family. The practical and emotional support of the parent is essential for success.

Attendance at information nights and parent & teacher interviews is just the first step in making yourself aware of exactly what the VCE is and how the whole process functions. Obtain and read a copy of all written information published by the school and VCAA. Perhaps the major considerations are the concepts of time management and a study program. It can be said the VCE is an assessment of a student's organisational ability and in this area a parent can be directly involved. Now is the time to start planning for how the year can be organised.

There are numerous resources available on study skills and time management – our own School library has over 70 listings in this area (a copy of this list can be obtained from the Student Welfare Co-ordinator). In general, a few basics should be heeded:

- ✓ have an interest in their progress – ask what they have learnt each day
- ✓ praise them for the good work that they do
- ✓ help them to develop a work schedule and hold them accountable if necessary
- ✓ discuss VCE issues with them
- ✓ establish a set routine for the whole family
- ✓ have a separate folder for each subject, a year planner, and a set place for them to study without distraction
- ✓ ensure that students have sufficient sleep and get regular exercise

Students will benefit if the parent is fully conversant with VCE and what it involves and is aware of the work schedule and assessment program.

Many parents and students think they must have a tutor. This is not correct. There are many support services available within the school, including study groups, academic mentoring and before school support programs. The classroom teacher is most qualified, up to date with current study designs, and should be the first and primary contact for all matters.

On a different level, the VCE can be a very emotionally trying time. Parents' roles are to provide support, not to do the work for them. It is not your responsibility – it is their responsibility. A fine balance needs to be achieved between providing support and having them feel that you are "constantly on their back". You ultimately must trust them to do the work – allowing them to take responsibility for their actions.

The VCE can be a stressful, taxing, and demanding and yet a rewarding experience – this may sound contradictory, but success will be the result of a partnership between the parent, student and the school, working together with sound communication from the outset.

In discussing this issue with many parents whose students have finished their VCE, the words of wisdom which came through over and over again were: if all else fails, maintain a good sense of humour!

Selecting a VCE program

In selecting a VCE program, students should first consider what subjects and areas of study they enjoy! This may then impact choices regarding their likely destination beyond Year 12. Most students at Melbourne High School will aspire to progress to university study that requires both the successful completion of the VCE and the achievement of their best possible Australian Tertiary Admissions Rank (ATAR).

As the VCE is a two-year certificate, students should endeavour to map out a program of study for both Year 11 and Year 12. Students who do not think beyond Year 11 run the risk of overlooking subjects that may be required for entry into post-secondary courses. This is particularly so in subjects that are "cumulative", that is, the subject at Units 3 & 4 level requires completion of the equivalent Units 1 & 2 sequence as a requirement. For example, if a particular university course requires Units 3 & 4 Chemistry, Maths Methods or Physics for entry, the student must include not only Units 3 & 4 in their plan, but Units 1 & 2 in those studies as well.

Students and parents please note that Melbourne High School strives to offer as extensive a VCE program as possible to allow students a wide range of options. However, like all schools, there is a limit to the resources the School has available – both human resources (in the form of teaching staff) and physical resources (in terms of rooms), particularly specialist rooms such as laboratories. As a result, it is not always possible to run enough classes in certain subjects to match demand. In these cases, Student Learning Co-ordinators will use their discretion to identify affected students and then guide them through a subject reselection process. When selecting subjects, students should be entering them in "priority order".

In planning a program, there are three groups of subjects to consider:

1. Must-do subjects - VCE requirements

All students must enrol in a minimum of four Units (1, 2, 3 & 4) of English, English Language, English Literature or English EAL (Units 3 & 4 only).

2. Must-do subjects - Tertiary course prerequisites

In determining these subjects, the student should identify the tertiary courses in which they have an interest. For each of these courses, there will be a list of prerequisites that are documented on the VTAC web site.
Students considering interstate or international tertiary studies should consult the equivalent documents from each relevant tertiary body.
Under normal circumstances, the pre-requisites will be expressed in Units 3 & 4 studies that may imply the completion of all four VCE Units: for example, Mathematical Methods Units 1, 2, 3 & 4 for Commerce at The University of Melbourne.

Students should use the VTAC Prerequisite & Course Explorer that matches each student's VCE subject selection with the pre-requisite subjects for tertiary courses across Victoria. Students will need to see the Careers Co-ordinator if they need further information about a specific course which is not listed on the website.

3. Subjects of interest

Having 'covered the bases' with required studies, students should choose those which they would enjoy. The subjects we enjoy are usually those in which we do best.

Another consideration is to think about what your day will look like. In Year 10 students study a large range of subjects, with different learning styles. In Year 11 students should ensure that they have some variety in their day, and not choose a course which is exclusively from one group of subjects with similar style or content. It is recommended that students choose at least one subject from the Arts, Humanities, Languages or PE and one from Maths, Sciences or Technology at Year 11.

Year 11 and 12 VCE study options

STUDENTS MUST STUDY **SIX** SUBJECTS AT YEAR 11
AND **FIVE** SUBJECTS AT YEAR 12.

	Compulsory VCE Subjects		Optional VCE Subjects	Number of VCE Subjects
Year 11	One English Unit 1 & 2 subject (*English, Literature or English Language*)	Four other Unit 1 & 2 subjects (which can include a VET subject)	Plus one of the following: - An internal Unit 3 & 4 subject - A sixth Unit 1 & 2 subject - An external language Unit 3 & 4 subject	**6 subjects per semester***
Year 12	One English Unit 3 & 4 subject (*English / EAL, Literature, or English Language*)	Three other Unit 3 & 4 subjects	Plus one of the following: - A fifth Unit 3 & 4 subject (most students) - A VET Unit 3 & 4 subject - A university extension course (CHES)	**5 subjects per semester***

Year 11:

- **Year 11 students must study six VCE subjects**
- Year 11 students may study six Unit 1 & 2 subjects; or
- Year 11 students may study five Unit 1 & 2 subjects (which may include a VET subject) and one Unit 3 & 4 subject
  - One of these subjects may be studied externally (e.g. languages or virtual school)
- Year 11 students are not permitted to study more than six subjects
- Year 11 students are not permitted to study five or fewer subjects unless exempted at SLCs discretion
- Year 11 students are permitted to study Unit 3 & 4 Theatre Studies or Music Performance (continuing previous study) plus another Unit 3 & 4 study at Melbourne High School

Year 12:

- **Year 12 students must study five Unit 3 & 4 subjects**
  - One of these subjects may be studied externally (e.g. languages or distance education)
- Year 12 students are not permitted to study four or fewer Unit 3 & 4 subjects unless exempted at SLCs discretion
- Year 12 students are not permitted to study six or more Unit 3 & 4 subjects
  - Students studying VET or university extension courses, or external VCE subjects (e.g. external language or distance education subjects) will do so instead of an internal VCE subject

** Number of subjects may vary due to exceptional circumstances, as determined by the Student Learning Co-ordinators (SLCs).*

VCE student programs at MHS

A typical Melbourne High School student will undertake six VCE Units per semester in Year 11 (with the sixth subject typically being a Unit 3 & 4 subject), and then undertake five VCE Units per semester in Year 12 (Year 12 students at Melbourne High School are not allowed to study only four subjects).

In the Unit Descriptions section of this booklet (**page 23**), there is a complete list of VCE studies offered at Melbourne High School, including detailed information on topics covered in each unit of study. Students are encouraged to choose some Units from the Arts, Humanities, Languages, Maths, Science and Technology areas in order to experience a broad education.

Below is information relating to Melbourne High School's programs on studying English, English as an Additional Language (EAL, formerly ESL), Maths, Vocational Education & Training (VET), external VCE studies, studying Unit 3 & 4 Study in Year 11, alterations to a VCE student program and Higher Education Studies (first-year university subjects).

Studies of English

All students must undertake one or two English subjects at Year 11 and one or two English subjects at Year 12 as demonstrated in the table below:

Year 11 (Units 1 & 2)	Year 12 (Units 3 & 4)
A choice of either one or two of the following: • English • English Language • Literature	A choice of either one or two of the following: • English* / EAL (English as an Additional Language)*** • English Language** • Literature**
* Students who chose English Language or Literature at Year 11 instead of English can opt to undertake Unit 3 & 4 English instead of Literature or English Language in Year 12 (i.e. 'drop' Literature or English Language). ** Students will be counselled against choosing Unit 3 & 4 English Language or Literature if a Unit 1 & 2 sequence has not been undertaken in Year 11. *** Students must meet strict conditions set by VCAA to be eligible for EAL Status.	

Students are advised that both English Language and English Literature are specialist subjects and should not be viewed as an 'easy option' in place of English. It is recommended that students should have achieved strong results for Year 10 English before considering either English Language or Literature instead of English.

Before making their decision, students and parents are advised to consult the respective VCE Study Designs available on the VCAA website. An overview of each subject has been provided in this handbook.

As noted in the table above, the decision to allow a student to undertake Unit 3 & 4 English Language or Literature in Year 12 (if not undertaken in Year 11) in place of Unit 3 & 4 English will based upon the written recommendation of the English, English Language and English Literature teachers. Students who require further information or clarification should see the English Co-ordinator, Mr Mahoney.

EAL (English as an Additional Language) Status

Students from non-English speaking backgrounds are eligible for EAL status if they satisfy both of the following conditions:

1. The student has been a resident in Australia for a period of not more than seven calendar years prior to 1 January of the year in which the VCE is attempted.
2. English has been the student's major language of instruction for a total period of not more than seven years.

Under certain circumstances, students who do not meet the criteria fully may be awarded EAL status. Enquiries should be directed to the VCE Coordinator. **Students who are eligible for EAL status should select EAL English Unit 3 & 4 in Year 12.**

Studies of Mathematics

Note: There have been significant changes to the VCE Mathematics courses commencing in 2023

Melbourne High School offers three Unit 1–4 sequences in VCE Mathematics.

Year 11 (Unit 1 & 2)	Year 12 (Unit 3 & 4)
• General Mathematics • Mathematical Methods • Specialist Mathematics#	• General (**formerly Further**) Mathematics* • Mathematical Methods* • Specialist Mathematics*#

*The corresponding Unit 1 & 2 studies are an essential foundation for Unit 3 & 4
Mathematical Methods must be chosen if Specialist Mathematics is chosen.

Choosing VCE Mathematics Subjects
In choosing Mathematics subjects, careful consideration should be given to the student's interests, mathematical ability, willingness and capacity to commit time to mathematics studies, and preferred tertiary courses.
Students should read the document ***VCE Mathematics Studies – Overview for Year 10s*** that is available on Canvas.

Students will normally take one of the following combinations of mathematics subjects in Year 11.

1. Students who enjoy difficult, abstract mathematics – or are considering university studies in any branch of engineering, the mathematical or physical sciences, computer science, or econometrics – should consider taking **both Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2**. The presumption is that students will continue to both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 in Year 12, although some students may be advised by teachers to continue Mathematical Methods only. ("Trying out" Specialist Mathematics in Year 11, without sufficient commitment to the subject, is unlikely to lead to an enjoyable experience or successful learning.)

2. Students considering university studies in other sciences (social sciences, chemical sciences, life sciences, health sciences or professions), or commerce with an economics focus, should consider taking **Mathematical Methods 1 & 2 only.** The presumption is that students will continue to Mathematical Methods 3 & 4 only.

3. Students wishing to keep their options open and are considering tertiary studies in other sciences, commerce, business finance or accounting should consider taking **both Mathematical Methods 1 & 2 and General Mathematics 1 & 2**. This prepares students to take both Mathematical Methods 3 & 4 and General Mathematics 3 & 4.

4. Students considering tertiary studies in business, management, geography, or public policy should consider taking **General Mathematics 1 & 2**. This prepares students to take **General Mathematics 3 & 4,** which provides general preparation for further study, in particular where data analysis and quantitative modelling are important.

Specialist Mathematics 3 & 4	has pre-requisite	Specialist Mathematics 1 & 2
Mathematical Methods 3 & 4	has pre-requisite	Mathematical Methods 1 & 2
General Mathematics 3 & 4	strongly recommended	General Mathematics 1 & 2

Some students may be able to move to General Mathematics 3 & 4 from Mathematical Methods 1 & 2 if a bridging course is completed in December of the previous year.

- Although the VCAA allows students to study all three mathematics subjects, this option is NOT possible at Melbourne High School, because:
    - it reduces the breadth of a student's VCE studies;
    - only two Unit 3 & 4 Mathematics subjects can be used in the 'top four' when calculating ATAR scores.

Permitted sequences of mathematics studies at MHS

	Year 11: Units 1 & 2			Year 12: Units 3 & 4		
	Mathematical Methods	Specialist Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics	General Mathematics
Option 1	P	P	-	P	P	-
Option 2	P	-	-	P	-	-
Option 3	P	-	P	P	-	P
Option 4	-	-	P	-	-	P

Studies of Foreign Languages

Melbourne High School offers VCE French, German, Indonesian and Japanese from Units 1-4.

Students may also study a different language other than English through an external provider. These languages are often community languages. Languages studied by MHS students in the past include Tamil, Mandarin, Vietnamese, Polish, Hindi, Russian, Latin, Malayalam, Italian, Arabic and Greek.

MHS firmly endorses the study of languages as an integral part of our students' education. It increases communication skills and provides them with an appreciation of another culture as well as a heightened appreciation of their own. Learning a language helps develop skills in flexibility, problem solving and contributes to social cohesiveness, all of which are integral in the employment market. In our globalised world, languages also allow Australian students access to various post-school and job opportunities.

Many international and national educational settings are looking for students who can show a breadth of knowledge and the study of languages can play an integral role in this. Through learning languages, students will have access to numerous pathways into higher education and then into careers. Not only are individuals with language skills more employable, but they also open up opportunities to study or work overseas.

External VCE studies

Students may enrol in additional VCE Units not offered by Melbourne High School through other VCE providers (e.g. TAFE, Victorian School of Languages, Community Language Schools and Virtual School Victoria).

A Year 10 SLC must be consulted about this intention, as all such enrolments must be processed and entered onto the VASS system by Melbourne High School as the 'home school'.

Before deciding to study an external Unit 3 & 4 Language subject in Year 11, remember that just because a student can speak the language, it doesn't necessarily mean that their literacy and grammar in that language is of a Year 12 level.

Unit 3 & 4 studies in Year 11

Year 11 students may apply to undertake one VCE Units 3 & 4 study at Melbourne High School. This type of VCE student program is provided to enable individual students the opportunity to broaden and enrich their academic program through the additional challenge and stimulation of a Units 3 & 4 study. Each application is considered individually and approval is only granted subject to the student being clearly able to demonstrate both an aptitude and a strong need for this type of VCE Student Program.

At Melbourne High School, students will typically undertake five Unit 3 & 4 studies in Year 12, so the opportunity to undertake a Unit 3 & 4 study in Year 11 will provide an additional bonus in attaining an ATAR. The specific advantages that a student may consider include:

- To provide additional challenge and an early introduction to Unit 3 & 4-level work
- Experience of sitting the GAT (General Achievement Test)
- To help maximise the ATAR to have the best possible chance of gaining entry to a range of tertiary courses

It should be noted that all students are strongly advised that their **"best four" subjects should be attempted in Year 12,** when the student will have better prospects of performing to their optimum level. A possible exception may be the case where a student is already a strong native speaker of a LOTE (N.B. English must be included in the "top four"). Students who are considering this type of VCE program should:

- Investigate career aspirations extensively during Year 10 and be very well informed of the most current entrance requirements and advice for any intended course or courses at relevant tertiary institutions
- Be able to provide substantial evidence to show the following capacities:
    - ✓ Strong academic ability across all subjects
    - ✓ The ability to work independently and without direct supervision in accordance with work requirement demands
    - ✓ The ability to organise tasks and priorities to achieve an efficient workload
    - ✓ The ability to set goals and manage time to meet all commitments and deadlines
    - ✓ The ability to recognise difficulties and display initiative in seeking assistance as appropriate
    - ✓ The ability to work cooperatively and communicate effectively with other students

Students should also consult with the relevant subject co-ordinator about the necessary background knowledge and skills required to effectively undertake the study. In some cases, the Unit 3 & 4 study co-ordinator will also need to be consulted. Several faculties have their own specific pre-requisites and conditions that you will have to consider.

All students intending to apply to undertake a 3 & 4 subject in Year 11 will be required to participate in a VCE transition program. During the selection process students will have the opportunity to discuss subject choices and rationale with their form teacher, and SLCs may interview students to assist. The Year 11 and 12 SLCs may also consider further information (e.g. school reports). They may consult with relevant Year 10 class teachers or interview parents to decide whether or not to approve the application.

Exceptional students who studied Unit 1 & 2 in Music Performance or Theatre Studies in 2023 are able to apply to continue their study in these subjects and complete another Unit 3 & 4 in 2024.

Students will be informed of decisions before the end of the year so that they can commence preparation immediately for the Unit 3 & 4 study. Further, the Unit 3 & 4 subject co-ordinators will provide some material to assist students in their preparation during the transition program.

Vocational Education & Training (VET) at MHS

What is VET?

- VET = Vocational Education and Training
- VET focuses on students developing industry-specific skills
- It is designed to meet the needs of industry
- It is a two-year program combining VCE studies and a nationally accredited training course

Contribution of VET to the VCE and ATAR:

- VET VCE Units contribute to a student's VCE program (up to 4 Units for 1 VET program)
- Some VET subjects contribute directly to the ATAR, like the study score of a VCE subject
- Other VET subjects gain increments (Block Credit) to the ATAR based on a 10% of the lowest study score out of the 'top four' subjects.
    - For example, if a student has a study score of 40 as the lowest study score from their 'top four' subjects they are awarded an increment of 4 for their VET block credit
- This increment is used when calculating the ATAR as a fifth or sixth subject
- Students will only gain ATAR increments if they have satisfactorily completed a Units 3 & 4 sequence.

All VCE VET subjects (Scored and Block Credit) contribute to a student's VCE program.

At MHS, students can include one VCE VET subject with a Unit 3 & 4 sequence in their VCE program. Students must study Units 1 & 2 of a VCE VET subject to be eligible for Units 3 & 4.

How VET works at MHS

Year 10 students can request to receive electronically the "Senior Secondary Pathways Reform – 2024 RTO Course Offerings" from either Ms Yeaman or Mr Theodoropoulos in the Careers Office in T39. There are also other VET Providers not listed in this document that can be also considered as potential places to undertake your VET subject. They should scroll through this site carefully.

As of the middle of 2022, Melbourne High School changed their VETDSS policy for how students could be approved to undertake a course of interest at an approved Registered Training Organisation and now there are only 3 main reasons as to why a student would be permitted to undertake a VET course. They are as follows:

- The VET course is linked with their current selection of subjects and an example of this would Certificate II in Music linked to Music Performance (a VCE subject); and/or
- A referral from the Well-being Team for a student to be permitted to undertake a VET subject because they have been struggling to perform well across many of their subjects in their Year 10 year; and /or
- A student is maintaining an attendance rate for all their subjects above 80%.

** To be approved for their VET course the student must ensure that the VET Provider is situated no more than 30 minutes away by public transport from Melbourne High School.

An Expression of Interest form can be obtained from the Careers Office in T39 and must be completed and forwarded to Mr Theodoropoulos or Ms Yeaman by the 20th of August, 2023.
The Careers Office will determine if a VET Expression of Interest form has been approved based on the above pre-conditions.

Students attend the host school offering the VET Program, one afternoon per week for the duration of the program (this would only be on Wednesday afternoons). Students will then undertake the practical and theoretical Units of study required to obtain the VET certificate. Students studying a VET subject can undertake a structured workplace placement. In many VET programs a structured work placement is a compulsory component of the course. These placements allow students to obtain some 'hands-on' practical experience within the specific industry.

Attendance is a key criterion for passing VET and can at times conflict with MHS events especially sport. ***Careful consideration is required.***

For further information, students should contact Mr. Theodoropoulos in the Careers Room.

Traineeship contribution to VCE

Students who undertake and complete a traineeship (in their part-time job) or other nationally recognized certificate course through Scouts or other community organizations may be eligible for credit towards their VCE.

Usually, a Certificate II course will give credit at the Unit 1 & 2 level and Certificate III course will provide credit at the Unit 3 & 4 level.

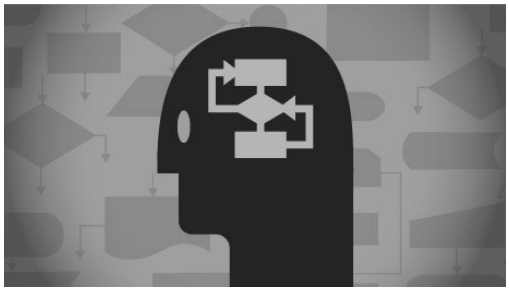
After completing the course, a student needs to bring in their Certificate of completion to Mr. Theodoropoulos (in room T39), which includes the following information: Certificate Title, Name of the RTO (Registered Training Organisation) and an official statement of all the competencies completed.

Further options for Year 12

Algorithmics (Higher Education Scored Study - HESS) in Year 12

Algorithmics is a new VCE study offered at Melbourne High School. Students will investigate algorithmics, a structured framework for solving real-world practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought through the methodical way it approaches problem solving across many different fields. This study enables students to:

- understand the mathematical foundations of computer science and software engineering
- use symbolic representations and abstraction to formalise real-world information problems
- design algorithms to solve practical information problems, using suitable abstract data types and algorithm design patterns
- investigate the efficiency and correctness of algorithms through formal analysis and empirically through implementation as computer programs
- reason about the physical, mathematical and philosophical limits of computability.



University Extension in Year 12

First-year university extension or higher education studies include first-year university studies recognised by the VCAA are made available to Year 12 VCE students who are very able academically and have the endorsement of the school principal. Upon satisfactory completion, these studies will be counted as an increment in the calculation of the ATAR. **The increment will be calculated based on 10% of their performance in the subject, with a possible maximum of 5.**

Higher education studies are available via the new CHES centre, to certain year 12 students at MHS. These count as a first-year university subject, so students will gain a credit for the subject upon enrolling in a relevant undergraduate course, as well as counting towards their ATAR. These credits are often transferable to other universities.

Year 11 students who would like to apply for a first-year university subject will need to apply through CHES and be endorsed by the school. The principal will decide if the school will support each application on a case-by-case basis.

Approval will be based on the following:

- ✓ The student has previously completed the equivalent Unit 3 & 4 sequence or is undertaking it in Year 12
- ✓ The student has maintained an outstanding academic record

- ✓ The selection promotes a breadth of subject choices
- ✓ The application is supported by the current subject teacher, the student welfare coordinator and the relevant SLC
- ✓ The revised, draft course selection is checked by the Careers Co-ordinator and the VCE Coordinator
- ✓ Consideration can be given to special circumstances identified by the SLC

Students whose applications are successful will do four Unit 3 & 4 sequences at MHS; the university study will count as their fifth subject and will be included in their ATAR as an increment.

The cost for extension and higher education studies varies. Most tertiary institutions offer university extension programs or higher education studies – students will need to go to their websites to find information about these as they do not send material to schools.

Information relating to the new CHES centre can be found at the website https://ches.vic.edu.au/our-school/

Choosing your VCE program

For further information, consult:

- Careers Coordinator, subject coordinators, form teachers or SLCs
- VTAC – Prerequisites 2024
- Individual selection authorities in tertiary institutions; and institutional handbooks
- VTAC's *VCE Prerequisite and Course Explorer* (http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm) – which provides a list of all courses a student is eligible for with a given VCE program

Changing a VCE Student Program

…in 2023 (Year 10)

Some Year 10 students may need to change their original VCE Program for 2023 after the SLCs have viewed their Term 3 results. Relevant students will be notified by their SLC in early Term 4. Please note that as the 2023 school timetable will be finalised by this date, affected students will be limited in the number of available subjects they can choose to move into.

…in 2024 (Year 11)

Year 11 students may seek to alter their VCE program at the change of semester during Year 11 if there are compelling reasons for change. While all such requests are considered in the best interests of the student, it must be acknowledged that administrative constraints **often do not allow** appropriate changes to occur. It is, therefore, very important that each student selects a program of study to be followed for the whole of the school year.

…in 2025 (Year 12)

Year 12 programs are selected in term 3 of Year 11. Students can choose from the full range of Unit 3 & 4 sequences offered at MHS, except for subjects requiring Units 1 & 2 as a foundation.

Examples of VCE programs

These examples are <u>NOT</u> suggested programs; there are many possible scenarios. Each student must consult widely to select the best VCE program for their own interests and skills. For a broad education, it is recommended that students study subjects from a variety of different fields, e.g. languages, humanities, sciences, arts, mathematics etc.

Interested in studying in the field of arts administration or museum curatorship?

Year 11	An English group subject Units 1 & 2	General Maths Units 1 & 2	Studio Arts 1 & 2	French Units 1 & 2	History: 20th Century Units 1 & 2	Business Management Units 3 & 4
Year 12	An English group subject Units 3 & 4	General Maths Units 3 & 4	Studio Arts 3 & 4	French Units 3 & 4	History: Revs Units 3 & 4	

Interested in studying in accounting or business?

Year 11	An English group subject Units 1 & 2	General Mathematics Units 1 & 2	Politics Units 1 & 2	Accounting Units 1 & 2	Economics Units 1 & 2	Business Management Units 3 & 4
Year 12	An English group subject Units 3 & 4	Further Mathematics Units 3 & 4	Global Politics Units 3& 4	Accounting Units 3 & 4	Economics Units 3 & 4	

Interested in studying engineering or physical sciences?

Year 11	An English group subject Units 1 & 2	Mathematical Methods Units 1 & 2	Specialist Mathematics Units 1 & 2	Physics Units 1 & 2	Chemistry Units 1 & 2	Geography Units 3 & 4
Year 12	An English group subject Units 3 & 4	Mathematical Methods Units 3 & 4	Specialist Mathematics Units 3 & 4	Physics Units 3 & 4	Chemistry Units 3 & 4	

Interested in studying in the fields of urban planning or architecture?

Year 11	An English group subject Units 1 & 2	Mathematical Methods Units 1 & 2	Geography Units 1 & 2	Vis.Comm. Units 1 & 2	Physics Units 1 & 2	Extended Investigation Units 3 & 4
Year 12	An English group subject Units 3 & 4	General Mathematics Units 3 & 4	Geography Units 3 & 4	Vis.Comm. Units 3 & 4	Physics Units 3 & 4	

Interested in studying in the fields of economics & commerce?

Year 11	An English group subject Units 1 & 2	Mathematical Methods Units 1 & 2	Philosophy Units 1& 2	Economics Units 1 & 2	Computing Units 1 & 2	Psychology Units 3 & 4
Year 12	An English group subject Units 3 & 4	Mathematical Methods Units 3 & 4	Further Mathematics Units 3 & 4	Economics Units 3 & 4	Algorithmics Units 3 & 4	

Interested in studying in the field of media & communications?

Year 11	English Units 1 & 2	English Language Units 1 & 2	Media Units 1 & 2	Vis. Comm. Units 1 & 2	General Mathematics Units 1&2	Theatre Studies Units 3 & 4
Year 12	English Units 3 & 4	English Language	Media Units 3 & 4	Vis.Comm. Units 3 & 4	General Mathematics	

		Units 3 & 4			Units 3 & 4	

Interested in studying international relations?

Year 11	English Units 1 & 2	History: 20th Century Units 1 & 2	Politics Units 1 & 2	Japanese Units 1 & 2	Economics Units 1 & 2	Psychology Units 3 & 4
Year 12	English Units 3 & 4	History: Revolutions Units 3 & 4	Global Politics Units 3& 4	Japanese Unit 3 & 4	Economics Units 3 & 4	

Interested in studying in the field of social work?

Year 11	An English group subject Units 1 & 2	Philosophy Units 1 & 2	Psychology Units 1 & 2	General Maths Units 1 & 2	Physical Education Units 1 & 2	Sociology Units 3 & 4
Year 12	An English group subject Units 3 & 4	Health & Human Dev. Units 3 & 4	Psychology Units 3 & 4	General Maths Units 3 & 4	Physical Education Units 3 & 4	

Interested in studying in the field of law?

Year 11	An English group subject Units 1 & 2	Legal Studies Units 1 & 2	Politics Units 1 & 2	History: 20th Century Units 1 & 2	Biology Units 1 & 2	Philosophy Units 3 & 4
Year 12	An English group subject Units 3 & 4	Legal Studies Units 3 & 4	Global Politics Units 3& 4	History: Revolutions Units 3 & 4	Sociology Units 3 & 4	

Interested in studying in the field of medicine?

Year 11	An English group subject Units 1 & 2	Chemistry Units 1 & 2	Biology Units Units 1 & 2	Mathematical Methods Units 1 & 2	German Units 1 & 2	Health & Human Development Units 3 & 4
Year 12	An English group subject Units 3 & 4	Chemistry Units 3 & 4	Biology Units Units 3 & 4	Mathematical Methods Units 3 & 4	German Units 3 & 4	

How ATAR scores are calculated

ATAR scores are ranks, based on how well the individual student achieves compared to the rest of the VCE students completing their studies in the same year. They are calculated from:

- the study scores for the top four Unit 3 & 4 subjects, which must include the student's English subject, *even if they didn't perform well in that subject.*
- 10% of the study scores of optional fifth and sixth Units 3 & 4 subjects.

	Tally the study scores of:	**Max possible score:**
"Top four" subjects	The score in the best **English group** subject	50
	The score in the best other subject	50*
	The score in the second-best other subject	50*
	The score in the third best other subject	50*
	Plus	
Optional subjects	10% of the score of the 5th other subject	5
	10% of the score of the 6th other subject	5
	Aggregate score	210

** Some subjects' study scores can scale above 50*

The total scores of all VCE students in the state are ranked from lowest to highest, with the top students being awarded an ATAR of 99.95. Each rank (e.g. 99.90, 99.85 etc.) includes approximately 30-35 students.

Example ATAR calculation	**Scaled study score:**
English	36#
Economics	47
Geography	44
Media	42
plus	
Further Maths (10%)	3.9
Biology (10%)	3.7
Aggregate score	176.6
ATAR*	**95.95**

 # The best performing English subject is counted in the "top four", regardless of how the student scored in that subject

** Based on the aggregate to ATAR table (http://www.vtac.edu.au/pdf/aggregate-ATAR.pdf)*

The minimum number of Units 3 & 4 subjects required for an ATAR is four; the fifth and sixth subjects each offer a 10% bonus to the ATAR calculation. Consequently, to maximise their ATAR, a student should consider a program that contains up to six Units 3 & 4 sequences. *Students should NOT study more than six subjects, as the time and effort taken to study for these additional subjects will jeopardise their ability to gain the maximum study scores for their top six subjects – it is an unnecessary burden.* **Melbourne High School does not support VCE students studying seven or more Unit 3 & 4 subjects internally, and strongly advocates against taking additional subjects externally.**

Many MHS students will choose a program that includes one Unit 3 & 4 sequence at Year 11, followed by five Units 3 & 4 sequences at Year 12. For some students, this is not advisable. There are alternatives, and students should consult with both the Careers Coordinator and the Year 10 SLCs. Not all Units 3 & 4 sequences are available to Year 11 students. A list of those available can be found below.

VCE units offered at MHS in 2023/2024

	The following VCE subjects are available for Year 11s to study at MHS		
VCE STUDY AREA	Units 1 & 2 Codes	Unit 3 & 4 Codes	Teacher Contact
ACCOUNTING	11AC	12AC	Mr. Marotta
BIOLOGY	11BI	12BI	Ms. Mulholland
BUSINESS MANAGEMENT	11BM	12BM	Mr. Dowling
CHEMISTRY	11CH	Units 3 & 4 are only available in Year 12	Dr. Kreher
COMPUTING (APPLIED): Units 1 & 2	11IT	not available	Mr. Griffiths
COMPUTING: ALGORITHMICS (HESS)	not available	Units 3 & 4 are only available in Year 12	Mr. Griffiths
COMPUTING: SOFTWARE DEVELOPMENT	not available	12ID	Mr. Drew
ECONOMICS	11EC	12EC	Mr. Kaderle
ENGLISH	11EN	Units 3 & 4 are only available in Year 12	Mr. Mahoney
ENGLISH LANGUAGE	11EL	Units 3 & 4 are only available in Year 12	Mr. Mahoney
ENGLISH LITERATURE	11LI	Units 3 & 4 are only available in Year 12	Mr. Mahoney
EXTENDED INVESTIGATION	not available	12EI	Ms. De Bomford
GEOGRAPHY	11GE	12GE	Mr. Pask
HEALTH AND HUMAN DEVELOPMENT	not available	12HH	Ms. Slattery
HISTORY: 20th CENTURY	11HI	not available	Mr. Owen
HISTORY: REVOLUTIONS	not available	12HR	Mr. Sloan
LEGAL STUDIES	11LS	12LS	Mr. Dowling
LANGUAGE: FRENCH	11LF	Units 3 & 4 are only available in Year 12	Mr. Loriot
LANGUAGE: GERMAN	11LG	Units 3 & 4 are only available in Year 12	Ms. Neal

	The following VCE subjects are available for Year 11s to study at MHS		
VCE STUDY AREA	Units 1 & 2 Codes	Unit 3 & 4 Codes	Teacher Contact
LANGUAGE: INDONESIAN (2nd Language)	11LN	Units 3 & 4 are only available in Year 12	Ms. Wantania
LANGUAGE: JAPANESE (2nd Language)	11LJ	Units 3 & 4 are only available in Year 12	Ms Inaba
LANGUAGE: OUTSIDE MHS (VSL etc.)	11LO	12LO	Ms Yeaman
MATHS: GENERAL MATHS (Further)	11MF	Units 3 & 4 are only available in Year 12	Ms. Petrie
MATHS: MATHEMATICAL METHODS	11MM	Units 3 & 4 are only available in Year 12	Ms. Petrie
MATHS: SPECIALIST MATHEMATICS	11MS	Units 3 & 4 are only available in Year 12	Ms. Petrie
MEDIA	11ME (2023)	12ME (2024)	Mr. Morton
MUSIC PERFORMANCE	11MP	12MP	Mr. de Korte
MUSIC INVESTIGATION	not available	12MI	Mr. de Korte
PHILOSOPHY	11PI	12PI	Dr. Barham
PHYSICAL EDUCATION	11PE	12PE	Mr. Chandler
PHYSICS	11PH	Units 3 & 4 are only available in Year 12	Mr. Draper
POLITICS	11PO	not available	Mr. Owen
POLITICS – GLOBAL	not available	12PG	Mr. Owen
PSYCHOLOGY	11PY	12PY	Mr. Crocket
SOCIOLOGY	not available	12SO	Ms. Kakolyris
THEATRE STUDIES	11TS	12TS	Ms. Simpson
VISUAL ART - STUDIO ARTS	11SA	12SA	Ms. Torikov
VISUAL COMMUNICATION DESIGN	11VC	12VC	Mr. Moore
VET	11VE	Units 3 & 4 are only available in Year 12	Mr. Theodoropoulos

VCE Unit Descriptions

Below is a complete list of descriptions for subjects offered at Melbourne High School. The descriptions are taken from summary documents. More detailed information is available on the website for the Victorian Curriculum and Assessment Authority at: http://www.vcaa.vic.edu.au/vce/studies/index.html

Accounting - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/accounting/Pages/index.aspx

Unit 1	Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2	Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single-entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3	Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4	Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Biology - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

Unit 1	How do organisms regulate their functions?

In this unit students 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. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They 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. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2	How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems. A student-directed research

investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 3	How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4	How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

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

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

Chemistry - https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chemistry.aspx

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. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of 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. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.	
Unit 3	How can design and innovation help to optimise chemical processes?
The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.	
Unit 4	How are carbon-based compounds designed for purpose?
Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.	

Computing: Algorithmics (HESS) (Units 3&4 only in Year 12) - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/algorithmics/Pages/index.aspx

Unit 3	Algorithmic problem solving
This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming. However, algorithmic problem solving is also a technique that can be applied very broadly in addressing a wide range of complex practical problems. In Area of Study 1 students acquire and apply a range of knowledge and skills to model real-world information. This includes the design of data structures for a problem that will be further considered in Area of Study 2. In Area of Study 2 students learn how to design algorithms following a variety of simple algorithm design patterns. They apply this knowledge to design and	

implement the algorithm that works on the data structures determined in Area of Study 1. In Area of Study 3 students acquire and apply knowledge and skills for testing, evaluating the adequacy of, and documenting solutions.

Unit 4 Principles of algorithm design

This unit focuses on the algorithm design process. Students develop the knowledge and skills to identify the resources that an algorithm needs to function effectively. In Area of Study 1 students investigate the correctness and efficiency of algorithms and apply these to the formal analysis of a naïve algorithm for a given problem. In Area of Study 2 students encounter a variety of more sophisticated algorithm design patterns, and apply their knowledge of these to construct an improved solution for the problem posed in Area of Study 1. In Area of Study 3 students learn about the hard limits to computability, and that there are computational problems which cannot be solved using any kind of computational machinery.

Computing (Applied): Units 1&2 - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx

Unit 1 Applied Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2 Applied Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Computing: Software Development - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/appliedcomputing-softwaredevelopment/Pages/index.aspx

Unit 3 Software Development

In Software development Units 3 and 4, students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

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 by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. 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.

Economics - https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/index.aspx

Unit 1 **Economic decision-making**

Economics is a dynamic and constantly evolving field of social science, which looks at 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 role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples

and case studies to enhance their understanding of the introductory economics concepts.Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards. Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2 Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Unit 3 Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years. Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Unit 4 Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards. Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards. Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

English Faculty Studies: English, EAL, English Language and Literature

English & English as an Additional Language (EAL) -

https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English.aspx
https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-as-an-Additional-Language.aspx

Unit 1

In Area of Study 1 – Reading and exploring texts, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. In Area of Study 2 – Crafting texts, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2

In Area of Study 1 – Reading and exploring texts, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. In Area of Study 2 – Exploring argument, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Unit 3

In Area of Study 1 – Reading and responding to texts, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. In Area of Study 2 – Creating texts, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Unit 4

In Area of Study 1 – Reading and responding to texts, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Area of Study 2 – Analysing argument, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

English Language - https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-Language.aspx

Unit 1 Language and communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2 Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly. In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

Unit 3 Language variation and purpose

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning. Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4 Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed. 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.

Literature - https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Literature.aspx

Unit 1

In Area of Study 1: Reading practices, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. In Area of Study 2: Exploration of literary movements and genres, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Unit 2

In Area of Study 1: Voices of Country, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. In Area of Study 2: The text in its context, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3

In Area of Study 1: Adaptations and transformations, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. In Area of Study 2: Developing interpretations, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4

In Area of Study 1: Creative responses to texts, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and

form change to construct their own creative transformations of texts. In Area of Study 2: Close analysis, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. They write expressively to develop a close analysis, using detailed references to the text.

Extended Investigation (Units 3&4 only) -

https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Extended-Investigation.aspx

Unit 3	Designing an Extended Investigation

In this unit, students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.

Unit 4	Presenting an Extended Investigation

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

Geography - https://vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/index.aspx

Unit 1	Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as climate change, drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people and organisations have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Fieldwork is an important part of student activity in this unit and a report forms the basis of a major assessment task.

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 is changing together with 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. Over one billion tourists per year cross international boundaries with greater numbers involved as domestic tourists within their own countries. 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 are directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. Students undertake fieldwork in this unit and report on fieldwork using the structure provided. Students will investigate the positive and negative impacts of tourism at local, national and global scales including fieldwork activity.

Unit 3	Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on. Students investigate the distribution and causes of two major processes that are changing land cover in many regions of the world: • deforestation and • melting glaciers and ice sheets. At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

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. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Health and Human Development (Units 3 & 4 only) -

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/index.aspx

Unit 3	Australia's health

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. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4	Global health and human development

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. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

History: Modern (Units 1&2 only) -

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx

Unit 1	Modern History 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2	Modern History 1945–2000

In Unit 2 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. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were

created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

History: Revolutions (Units 3&4 only) -

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx

Units 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4: • The American Revolution of 1776. • The French Revolution of 1789. • The Russian Revolution of October 1917. • The Chinese Revolution of 1949. For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills. Melbourne High School teaches the French and Russian Revolutions.

Legal Studies- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx

Unit 1 Guilt & liability

The law influences all aspects of society – at home, at work and in the wider community. Criminal law and civil law are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. Students will investigate key concepts related to criminal and civil law, including types of crime, what the prosecution need to prove in order to gain a conviction, as well as possible defences to crime available to the accused. For civil law, students will study torts such as negligence and defamation, and what the plaintiff needs to prove to substantiate their claim, as well as defences available to the defendant. Various cases will be studied to see how criminal law and civil law apply in practice. Students will investigate two recent criminal cases and assess the evidence presented by both the prosecution and the defence. They will also research the outcome of the case and assess the extent to which justice was achieved, in terms of three principles of justice: fairness, equality and access. Students will also explore the main features and operations of criminal and civil courts and consider the effectiveness of our legal system in achieving justice. Students will have an opportunity to participate in an excursion to the County Court to observe a criminal trial in action! There will also be an opportunity for students to prepare and engage in a mock trial, where a crime scene will be outlined and students will adopt roles such as: a panel of judges, prosecutors, defence barristers, solicitors, witnesses, police officers, court officials, the defendant and the jury. This provides an opportunity for students to apply their knowledge of criminal law to a simulated court environment. This course will be ideal for those students who may be considering a Law Degree at University.

Unit 2 Sanctions, remedies & rights

Criminal and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, including 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. These may include sanctions such as imprisonment, capital punishment, community correction orders and fines. Civil remedies to be studied include damages and injunctions.

Students will study both criminal cases and civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. 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 protection of rights in Australia. Students will investigate how Australia protects rights with that of another country, and analyse which approach is more effective.

Unit 3 Rights & justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. 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, such as fairness, equality and access, are upheld in our legal system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual cases and to hypothetical scenarios. Students will also have the opportunity to attend an excursion to the Supreme Court, where they will be able to apply legal principles to an actual case they observe. This course will be ideal for those students who may be considering a Law Degree at University.

Unit 4 The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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. Students will investigate recent areas of law reform and assess the extent to which these changes have improved our legal system. Throughout this unit, students apply legal reasoning and information to significant High Court cases as well as to hypothetical scenarios.

Languages – French, German, Indonesian 2nd Language, Japanese 2nd Language

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/Pages/Index.aspx
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/german/Pages/Index.aspx
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/indonesiansecondlanguage/Pages/Index.aspx
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/japanesesecondlanguage/Pages/Index.aspx

General Information

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc. Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1–4 focus on the areas of study for language and culture, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four Units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Unit 1

This unit's main areas of focus are to be able to establish and maintain a spoken or written exchange related to personal areas of experience; to be able to listen to, read and obtain information from spoken and written texts; and to be able to produce a personal response to a text focusing on real or imaginary experience.

Unit 2

This unit's main areas of focus are to be able to participate in a spoken or written exchange related to making arrangements and completing transactions; to be able to listen to, read, and extract and use information and ideas from spoken and written texts; and to be able to give expression to real or imaginary experience in spoken or written form.

Unit 3

This unit's main areas of focus are to be able to express ideas through the production of original texts; to be able to analyse and use information from spoken texts; and to be able to exchange information, opinions and experiences.

Unit 4

This unit's main areas of focus are to be able to analyse and use information from written texts, and to be able to respond critically to spoken and written texts which reflect aspects of the language and culture of (chosen language)-speaking communities.

Mathematics Studies: General Mathematics, Mathematical Methods, Specialist Mathematics

Note: The new VCE Mathematics Study Designs have been introduced from 2023. All the VCE Mathematics subjects are under the updated study design in 2024 and onwards. There have been substantial changes to the content of Units 1 & 2 General Mathematics and Specialist Mathematics. There are minor changes to the Mathematical Methods Study Design.

General Mathematics Units 1&2 (leading to General Mathematics 3& 4)

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

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Networks' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial, and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

General Mathematics Units 3&4- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx

General Mathematics consists of the study of Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises 'Matrices' and 'Networks and decision mathematics'. 'Data analysis' and 'Recursion and financial modelling' comprises 60 per cent of the content to be covered, the other 40 percent of the topics to be covered is from Matrices and Network. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Networks' and 'Number patterns and recursion'. For each topic there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial, and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra' and 'Trigonometry'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Algebra', 'Calculus', 'Probability and statistics' and 'Algorithm and pseudocode'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and

without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Units 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, trigonometry, algorithm, pseudocode, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4. For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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

Units 1 & 2

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 and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. 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. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules: • for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study • each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations • other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2 • courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies • content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Proofs' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning, and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical

Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Probability and statistics' areas of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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

50 Student Talks About MHS VCE Media

2022 MHS VCE Media Showreel

Unit 1	**Media forms, representations and Australian stories**

In this unit, you develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms (film, photography, animation, games, hybrid, podcast, etc.) You explore media codes and conventions and the construction of meaning in media artworks.
You analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. You gain an understanding of audiences as producers and consumers of media artwork. Through analysing the structure of narratives, you consider the impact of media creators and institutions on production and how this relates to your own media art making.
You are supported to do mini projects in a range of media forms (film, photography, animation, games, hybrid, podcast, etc) of your own choosing, to develop and produce your own unique representations.
You develop an understanding of the features of Australian fictional and non-fictional narratives of your choice. You develop research skills to investigate and analyse your chosen narratives, focusing on the media professionals' influence on production genre and style as well as how this might influence your own media making.
You will experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2	**Narrative across media forms**

In this unit, you 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, photography, animation, games, hybrid, podcast, digital streamed productions, audio news, print and interactive digital forms.
You consider developments in media technologies and how they can shape the production, construction, and consumption of media narratives.
You undertake small production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to the media forms you choose.

Unit 3	**Media narratives, contexts and pre-production (offered in 2025)**

In this unit, you explore stories that circulate in society through a close analysis of a media narrative (one film).
You consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, you develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative.
You also study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.
Through the study of a media narrative, you explore specific codes and narrative conventions and begin the process of research to support your understanding of how you can adopt and employ these techniques in your own media artwork.
You investigate a media form that aligns with your interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption, and reception within the selected media form.
Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.
You explore and experiment with media technologies to develop skills in your selected media form and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.
Media forms for SAT (U_3O_2, U_3O_3, U_4O_1)

- a video or film production of 3–10 minutes in length, including title and credit sequences (short film, documentary, music video, etc)
- an animated production of no more than 10 minutes in length, including title and credit sequences (No minimum so could be 15 seconds)

- a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
- a digital or analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by you
- a digital or traditional print production of a minimum of 8 pages, produced and edited by you
- a digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
- a convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed. (Pretty much any media artwork of your choosing)

Unit 4 **Media production; agency and control in and of the media (offered in 2025)**

In this unit you focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation.
You refine your media production (SAT) in response to feedback and through personal reflection, documenting the refinements/iterations of the production as you work towards completion.
You screen your work as part of an MHS Film Festival with high achieving works entered into Top Screen, the VCAA season of excellence.
Focusing on the key question, "Who holds the power and influence – the media or audiences?", you research and report on the relationship between the media and audiences.
You will focus on current developments in the media industry that interests you like AI, fake news/deep fakes, proposals to ban TikTok and much more. You consider the nature of communication between the media and audiences (spreadability, spirals of silence, echo chambers, etc), explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Music – Performance- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-performance/Pages/unit3-4.aspx

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Music – Investigation (Units 3&4 only)- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music-investigation/Pages/index.aspx

Unit 3

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan,

rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4

In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

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

Unit 1 Existence, knowledge and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. 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. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

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 invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy 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 persons

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 set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

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 well lived life? 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 texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Physical Education- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx

Unit 1 Bodies in motion

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

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. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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.

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

Unit 1 What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2 What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Unit 3 How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables. 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, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Politics (Units 1&2 only)- https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf

Unit 1 The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action. VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Unit 2 The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Politics - Global (Units 3&4 only)- https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf

Unit 3 Global actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary 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 interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term 'non-state actors' covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-

first century, that students need to understand to contextualise contemporary global situations, focus needs to be on contemporary events when choosing particular examples and case studies.

Unit 4	Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. 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 solving them. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on contemporary events when choosing particular examples and case studies.

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

Unit 1	How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students 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. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. 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.

Unit 3	How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4	How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in
a scientific poster format.

Sociology- https://vcaa.vic.edu.au/curriculum/vce/vce-study-designs/sociology/Pages/index.aspx

Unit 1	Youth and Family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work. Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live. In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Comparative methodologies also enable a comparison of family types and family experiences across time and space. Students draw on quantitative and qualitative sources in their study. These sources may be drawn from secondary sources and from primary research undertaken by the student.

Unit 2	Social Norms: Breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity. In Area of Study 1 students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. Generally, it is defined as involving actions that are considered to be outside the normal range of behaviour according to the majority of members of a society. Students investigate the functionalist, interactionist, social control and positive theories of deviance. Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society. The event is often presented in a stereotypical fashion by the mass media. In Area of Study 2, students investigate crime and punishment. They explore patterns of crime and consider the significance of a range of factors, such as class, gender, age, race and ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

Unit 3	Culture and Ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study. Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

Unit 4	Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies. In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

Theatre Studies (combined class with Mac.Rob)-

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

Unit 1	Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Outcome 1 On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2 On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Outcome 3 On completion of this unit the student should be able to analyse a performance of a script. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Unit 2	Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Outcome 1 On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2 On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Outcome 3 On completion of this unit the student should be able to analyse and evaluate a theatre production. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Please see Ms Simpson for further details early Term 3

Unit 3	Playscript interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4	Performance interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

Visual Arts – Art Making and Exhibiting (Art and Photography)

Unit 1	**Explore, Expand and Investigate**

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulate ideas, inspire different ways of working and enable a broad understanding of the specific art forms. **Assessment**: Exploration and experimentation are documented in both visual and written form in a Visual Arts journal. Final Artwork/s.

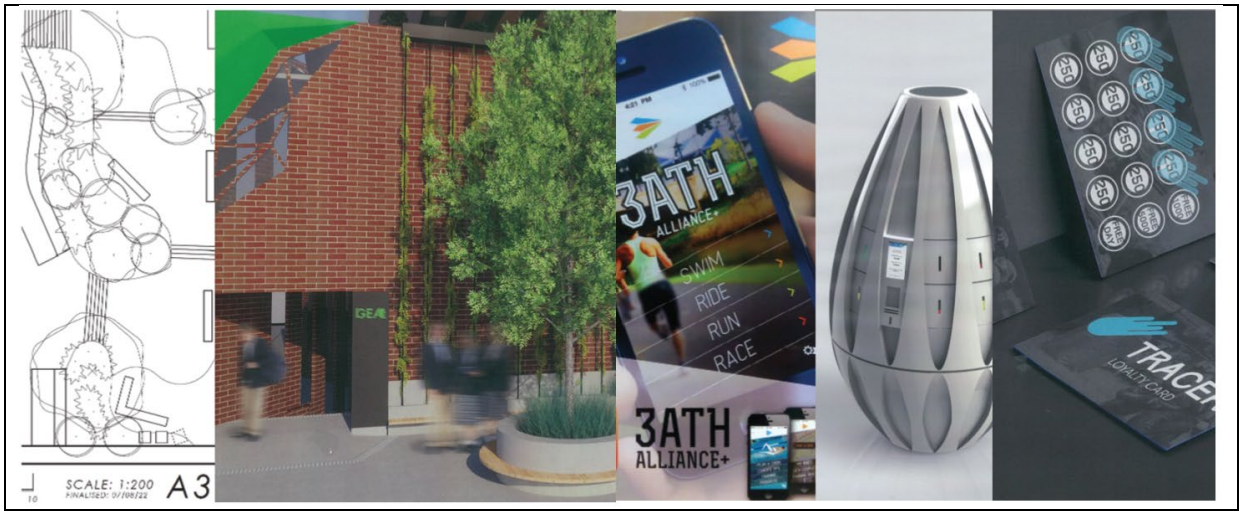
Art Exhibition Assessment.

Unit 2	**Understand, Develop and Resolve**
Students respond to a set theme and progressively develop their own ideas. They consolidate these ideas to plan and make finished artworks. Students explore how art elements and art principles create a visual language in artworks and understand how each of the art elements and art principles can be combined to convey different emotions and expressions in their own and others' artworks. **Assessment:** Visual Arts Journal of Experimentations of own ideas, Information for an exhibition, Thematic exhibition and Finished Artworks. Students interested in art, art history, creating art, exhibiting art, philosophy and psychology could be interested in Art Making and Exhibiting. It is a creative hands-on subject that allows students to delve into metaphors and symbols while developing their own art practice.	
Unit 3	**Collect, Extend and Connect**
In this unit, students are actively engaged in artmaking using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. **Assessment:** Visual Arts journal, Creating Artworks in specific art forms, Critiques on Folio. Research and plan the exhibition of three artists.	
Unit 4	**Consolidate, Present and Conserve**
In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and artmaking to further refine and resolve artworks. Students will progressively refine their artworks through the visual journal demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Throughout the unit, students demonstrate their ability to communicate with others about their artwork. Students organise the presentation of their finished artworks and make decisions on how their artworks will be displayed. **Assessment:** Visual Arts journal. One Refined Finished artwork/s. Presentation, conservation and care of artworks.	

Visual Arts – Visual Communication Design-

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

Unit 1	Finding and resolving design problems
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities, and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.	
Unit 2	Design contexts and connections
Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media, and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.	
Unit 3	Visual communication in design practice
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.	
Unit 4	Delivering design solutions
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes.	



Important resources

Teachers

Heads of Faculty can provide the most accurate details of courses offered at MHS. Please refer to the list on page 24. Students should consult the teachers at a mutually convenient time with questions about any Units 1-4 studies. Class teachers are also a valuable resource.

Publications

- *WHERE TO NOW?* Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2019, published by VCAA
  http://www.vcaa.vic.edu.au/pages/vce/publications/WhereToNow/default.aspx
- *VTAC: Year 10 Guide*, published by Victorian Tertiary Admissions Centre (VTAC)
  http://www.vtac.edu.au/pdf/publications/vtac_year10_guide.pdf
- University booklets for Year 10 students.
- Year 11 Handbook (to be issued in February next year). This provides details of School Policy on a range of issues, including assessment rules and procedures.
- MHS VCE study-specific handbooks/handouts (to be issued in February next year). These publications are essential references which must be read thoroughly and consulted regularly.

Internet Sites

Melbourne High School	http://www.mhsviceduau.com
Victorian Curriculum & Assessment Authority	http://www.vcaa.vic.edu.au
Victorian Tertiary Admissions Centre	http://www.vtac.edu.au
VTAC: Prerequisites & Course Explorer	http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm
Australian Universities	http://www.australian-universities.com/
Courses across Australia	http://www.grad.com.au
Job Search	http://www.jobsearch.gov.au
The Good Careers Guide	https://www.goodcareersguide.com.au/
My Future Careers Site	http://www.myfuture.edu.au

Glossary of terms

Acronyms	
ATAR	Australian Tertiary Admission Rank
EAL	English as an Additional Language (formerly English as a Second Language - ESL)
GAT	General Achievement Test
LOTE	Languages Other Than English
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education & Training
VTAC	Victorian Tertiary Admissions Centre
VTAC Bulletin	Regular updates to the VTAC Guide and Tertiary Entrance Requirements, announcing future changes to courses, entrance requirements and VTAC procedures

Terms	
English group studies	Refers to the VCE subjects of: English, EAL, English Literature, English Language
Prerequisite studies	Those Units 3 & 4 studies nominated by individual course authorities as studies which must be satisfactorily completed (often with set minimum study scores) by all applicants seeking admission to that course. Applicants who do not meet prerequisites may not be considered for selection.
Top Four	Studies that will be counted first when creating an ATAR, namely an English study plus those with the next three highest scaled study scores permissible. Some combinations of studies are not permissible in the 'Top Four'. (*Also known as the 'Primary Four'*)
Increment	Additional points given for the 5th and/or 6th studies taken at Units 3 & 4 level. These incremental studies will attract 10% each of the scaled VCE study score achieved. There are some restrictions on choices for 5th and 6th studies in the calculation of the ATAR.
VCE study score (relative position)	This score (indicating the relative position within the study), issued by VCAA, is used in the creation of the scaled ATAR Subject Score and hence the ATAR. Scores lie between 0 and 50 with a mean of 30. A study score of 40 indicates a result in the top 8%, and a study score of 45 indicates a result in the top 2%.
ATAR Subject Score	VTAC will scale the study scores and create the ATAR Subject Score to ensure that each study is accorded the agreed weighting in the ATAR for each applicant.
Scaling	Scaling compares results in any one study with the results in all the studies for the group of students taking that study. If the students do well in all their studies, the results are adjusted up in the particular study. If the students do poorly in all their studies, the results are adjusted down in that particular study. If these adjustments were not made, students would be advantaged by taking a study which attracted a higher proportion of less able students and disadvantaged by taking a study which attracted a higher proportion of more able students.