



GEELONG
HIGH SCHOOL

VCE
Curriculum
Handbook
2026

Prepares us for Life.

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Our Vision: Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to: Developing caring and respectful relationships. Empowering people to realise their potential through effort, responsibility and teamwork. Building healthy, resilient and productive global citizens.

Our values: RESPECT

Responsibility, Effort, Service, Positivity, Excellence, Creativity, Teamwork.

📍 385 Ryrie Street, East Geelong, Victoria 3219

📞 (03) 5225 4100

📧 geelong.hs@education.vic.gov.au

🌐 geelonghigh.vic.edu.au

FACEBOOK: facebook.com/GeelongHighSchool



Welcome to Geelong High School.

The Geelong High School motto, *Vitae Nos Parat*, means *We Are Preparing for Life*. Our motto and school vision and values provide the basis for our comprehensive school curriculum.



Davin Reid
Principal

At Geelong High School our curriculum programs and teaching are designed to prepare students for life and is delivered in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association, and the values of openness and tolerance. We aim to provide a learning program that gives all students the opportunity to flourish. In this, we value each individual in our community and provide a positive, challenging learning environment that is also caring and respectful.

Learning at Geelong High School is designed to develop the full potential of all students, as well as pride, grit and purpose. We challenge students to be their best, to grow socially and intellectually and to fully prepare them as productive global citizens in an ever-changing society. Geelong High sees challenge, choice and motivation as key drivers of all Learning Programs, where students feel good about what they learn and their achievements, personal growth and successes.

The Geelong High School Learning Program offers a balanced and comprehensive curriculum based on the Victorian Curriculum delivered through Geelong High School's teaching and learning instructional framework. It also addresses the Curriculum Goals and Priorities as described in the current School Strategic Plan:

- To ensure that all students are challenged in their learning and are supported by appropriate learning and teaching programs so that they are able to maximise their learning potential
- To improve learning outcomes across all year levels through quality teaching, reliable assessment and responsive curriculum

We trust that this Handbook provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.

We wish you all the best as you prepare for life.



VCE at Geelong High School

Geelong High School is proud to offer a very wide range of programs and VCE subjects to cater to a diverse range of student interests and to provide clear pathways for students from school to university, further study, or employment.

VCE programs are carefully planned in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements to enable successful completion of VCE and include the opportunity to do a wide range of academic and vocational subjects that prepare them for University, further training or employment. Some students may complete the VCE Vocational Major, Vocational Education and Training (VET) qualifications or School based Apprenticeship and Traineeships (SBAT).

Students intending to attend university after Year 12 are strongly encouraged to choose from a multitude of VCE subjects, completing 6 in Year 11 and 5 in Year 12. They should choose these subjects based on their intended pathways and their personal strengths, but also trying to keep their options open as far as possible, particularly in Year 11. All units are assessed by either a mixture of examinations and school assessments, or outcomes completed under teacher

supervision. The subjects are designed to cater for a broad range of abilities and success depends on an understanding of learning, good organisational skills and personal commitment. For further information visit the VCAA website at: www.vcaa.vic.edu.au

Some Year 12 students, having completed an accelerated study, have the opportunity to further extend their studies by undertaking Higher Education Studies. These are extension studies of university subjects which contribute to a student's ATAR score. See www.vcaa.vic.edu.au/vce/studies/studiesextension.html

Students who are more interested in entering the workforce immediately after secondary school are encouraged to choose Vocational Major subjects which run within the wider VCE offering. All students who do the subjects of a Vocational Major need to choose a VET or SBAT course as well which will be required

to be awarded the VCE Vocational Major Certificate (VCE VM).

Some Year 10 students might also use this handbook to choose an accelerated program into Year 11 and VCE. A Year 10 student may apply to be considered to complete a VCE subject as an accelerated study. In this case, students will be required to complete a normal VCE program during Years 11 and 12. Attempting a VCE study in Year 10 will not reduce the number of units students will be required to attempt in Years 11 and 12, as it is intended to give students access to an additional study in order to maximise their ATAR (Australian Tertiary Admissions Rank). The accelerated VCE study, or VET / SBAT (for Year 10 students) will replace two units of the electives, as students will be expected to complete both semesters of their VCE unit. Students will not work a reduced program in Year 10, 11 or 12.



VCE Completion Requirements

Students will complete 22 VCE Units to maximise their ATAR and ensure they are clear of VCAA requirements. These units must include:

- At least three units of English (including the Unit 3/4 sequence)
- At least three sequences of Units 3 & 4 studies in addition to English

More information about VCAA requirements are found in the VCE and VCE VM Handbook that will be provided to students at the start of the VCE Course.

This means that students should choose 6 subjects at Year 11 and will then do 5 subjects in Year 12. Students who intend to choose Literature must also do English.

Getting the VCE Vocational Major (VM)

To get your VCE Vocation Major, you must successfully finish at least 16 units including:

- 3 VCE VM Literacy (including a Unit 3 – 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units.
- 2 VCE VM Personal Development Skills units and
- 2 VET credits at Certificate II level or above (180 nominal hours)

You must also complete at least three other Unit 3 – 4 sequences. This means three other full year studies at a Year 12 level. You can do other VCE studies or VET.

VCE Subjects Summary

- Art Making & Exhibiting
- Biology
- Business Management
- Chemistry
- Computing (Software Development)
- English
- English Literature
- Foods Studies
- Health and Human Development
- History
- Legal Studies
- Languages - Japanese
- Mathematics - Foundation 1, 2, 3, 4
- Mathematics – General Maths 1, 2, 3, 4
- Mathematics - Methods 1, 2, 3, 4
- Media
- Music Performance 1, 2
- Music Contemporary Performance 3, 4
- Outdoor & Environmental Studies
- Physical Education
- Physics
- Production Design & Technology
- Psychology
- Theatre Studies
- Visual Communication & Design

VCE VM

- Vocational Major

Scored VET Offered by Geelong High School

- Dance (VCE/VET)
- Music Sound Production (VCE/VET)
- Building and Construction (VCE/VET)



Choose Your Learning Program

The GHS VCE Learning Program is based on student choice, although practical constraints of resources (specialist teachers, timetable blocking and rooms) will be a consideration in constructing the final program. Students will have two opportunities in the process to have input into the development of their program. It is not possible to guarantee that each student will be allocated all of their preferred units.



Getting to know the Handbook

Home Group Teachers will work with students to ensure they understand the layout of the handbook and how it is to be used to make informed choices. Course selection will be done firstly on your printed forms distributed in Home Group, then with your family or carers at home and finally in Course Counselling where it will be entered into the online system.

Initial Choices

Students will create an initial list of the units they wish to study on the student preference sheet. Ensure that a balanced program is chosen by selecting from a range of subject areas and focusing on your strengths. The Learning Program will be constructed based on student choice, staffing and resource constraints.

If an insufficient number of students select a particular unit, it cannot be included in the program.

Choosing a Learning Program

Course counselling days will be as follows in the Geelong High School Atrium:

The 2025 Year 10 Students

Selecting their 2026 Year 11 Course
Tuesday, 5th August, 11.00 am – 7.00 pm.

The 2025 Year 11 Students

Selecting their 2026 Year 12 Course
Monday, 4th August, During class time

Year 10 students, along with their parents, will need to book an appointment time with a member of the counselling team, via Compass. Year 11 students attend the appointment on their own. During this appointment, a check will be made to ensure that all

of the requirements for course selection are being met and that selections provide pathways to meet the pre-requisites of future studies.

Pathways Advice

The School has a team of staff members who are available to advise and support students, prior to Course Counselling. There are many options available to students in Senior Years. Mr McConchie (Assistant Principal), Ms Graham (Senior Years Leading Teacher), Ms Yee (Year 12 Coordinator), Mr Ayerbe (Year 11 Coordinator), Ms Cameron (Careers Advisor) and Ms Gee (Careers Advisor) are happy to guide you. Students can also speak to Learning Area Leaders about the different requirements of different subjects.

Senior Pathways Evening

Tuesday 22nd July, 2025
5:30pm – 8.00 pm, GHS Atrium

Altering Subject Selections and Course Pathways

Students can not withdraw from a subject at any year level including VCE. Longitudinal data shows that students who withdraw from subjects have significantly lower outcomes than those who persist in all their classes even during challenging times. There is also a significant cost to the school and the rest of the students if the timetable is developed with confirmed course selections and then students withdraw. Only students with a medical recommendation can withdraw from a subject in discussion with Ms Graham. Similarly, Unscored is not a pathway offered by Geelong High School without a recommendation from a medical professional or a process with our senior team that pursues the best outcomes possible for that student.



VET - Vocational Education & Training In Schools

VET in the VCE or Vocational Major programs combines general and vocational studies while the student is at school studying their Year 10, 11 or 12. VET is normally a two-year program where students complete the modules (or units of work) that make up the program.

Students may be required to continue to attend their VET classes over the school holidays. There are costs associated with VET programs. Fees for training vary depending on the course or qualification. In 2026, costs may range between approximately \$250 - \$500. The majority of VET subjects are delivered off campus. You will need to get information directly from the provider about the fees for your selected course. A list of VET courses you can access from Geelong High School can be found in the Appendix of this handbook. Please note that VET places

can be limited and students are not guaranteed a place, so it is important that they meet all deadlines in their applications.

The Benefits of VET

- Students who have completed (or are completing) a VET program have an advantage when applying for a full-time apprenticeship in the trade areas.
- A VET certificate can be counted towards the student's VCE and VM course requirements.

- A VET certificate may, in some cases, also contribute towards the student's ATAR in Year 12
- Students wanting to complete a VET Certificate must apply for a USI number at www.usi.gov.au.
- All 2025 VET application forms must be returned to Ms Cameron or Ms Gee

Scored VCE VET studies.

Scored VCE VET studies' are VCE VET Unit 3 and 4 sequences with a scored assessment. When calculating the ATAR, VCE VET Unit 3 and 4 sequences with a scored assessment





are treated in the same way as other Unit 3 and 4 VCE studies. However, if a student chooses not to take the scored assessment for a study when it is available, the study cannot be used in the calculation of the ATAR.

Unscored VCE VET

Unscored VCE VET studies are VCE VET Unit 3 and 4 sequences with no scored assessment available. Since there are no scores available, VTAC may include the sequence as an increment (the fifth and/or sixth study).

Approved Higher education studies in School

Higher education studies include first year university studies and advanced standing TAFE courses recognised by the VCAA and made available to VCE students who are very able academically and have the endorsement of their school principal. Such studies are recognised as higher education studies contributing to completion of the VCE.

The VCAA Handbook states that only one higher education study may count towards satisfactory completion of the VCE. Similarly, only one higher education study may contribute to your ATAR as the fifth or sixth increment.

More information on VET Courses Offered to Geelong High School Students can be found in the Appendix of this handbook.

Geelong High School offers the following certificates on site:

- Sound Production
- Dance
- Building and Construction/Carpentry
- Sport Coaching (Year 10)

Learning Area and VCE Subjects

VCE Arts



VCE Art Making and Exhibiting

SA011 Unit 1: (Explore, expand and investigate)

You will explore art materials, techniques and processes in a range of ways to make art.

You will expand your knowledge and understanding of the characteristics, properties and application of materials used in art making.

You will also explore the historical development of specific ways of creating art and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout your investigation you will become aware of and understand the safe handling of materials that you use.

You will explore the different ways artists use materials, techniques and processes.

Your exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific ways to create art. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

SA022 Unit 2: (Understand, develop and resolve)

You will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. You will broaden your investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. You will respond to a set theme and progressively develop your own ideas. You will learn how to develop your ideas using materials, techniques and processes to plan and make finished artworks,

You will begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. You will also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers you the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

SA033 Unit 3: (Collect, extend and connect)

You will actively engage in art making using materials, techniques and processes. You will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.

You will use your Visual Arts journal to record your art making. You will record your research of artists, artworks and collected ideas and document aspects of

art making to connect the inspirations and influences you have researched. The Visual Arts journal will demonstrate your exploration of contexts, ideas and subject matter and your understanding of visual language.

You will also document your exploration of and experimentation with materials, techniques and processes. From the ideas documented in your Visual Arts journal, you will plan and develop artworks.

You will visit a minimum of two exhibitions in either a gallery, museum, other exhibition space or site-specific space. You will select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4.

You will research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.



SA034 Unit 4: (Consolidate, present and conserve)

You will make connections to the artworks you have made in Unit 3, consolidating and extending your ideas and art making to further refine and resolve artworks in specific art forms.

The progressive resolution of these artworks is documented in your Visual Arts journal to demonstrate your developing technical skills in a specific art form as well as your refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. You will also reflect on your selected finished artworks and evaluate the materials, techniques and processes used to make them.

You will organise the presentation of your finished artworks. You will make decisions on how your artworks will be displayed, the lighting you may use, and any other considerations you may need to present your artworks.

You will continue to engage with galleries, museums, other exhibition spaces and site specific spaces and examine a variety of exhibitions. You will review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of your own artworks.

You will visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give you an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. You will document these investigations and reviews of artworks and exhibitions in your Visual Arts journal.

Special Comments: In VCE Art Marking and Exhibiting, any medium can be studied, including photography.

These units lead to: Careers in the visual arts at University or TAFE level

For further information, see:
Ms Clayton



VCE VET Certificate II in Building and Construction/ Carpentry

This course gives you essential skills, knowledge and practical hands-on experience, so you are well prepared to find an apprenticeship or work in the construction industry. This certificate will be delivered at Geelong High School's newly equipped industry standard workshop. This subject can make a 10% contribution to your ATAR if you are completing a scored VCE Pathway. (Partial Completion)

11BC381/11BC382 Year One

In Year 1 of this qualification students will:

- Apply WHS requirements, policies and procedures
- Apply basic leveling procedures
- Perform basic setting out
- Identify and handle carpentry tools and equipment
- Interpret and apply basic plans and drawings
- Construct basic form work for concreting

12BC383/12BC384 Year Two

In Year 2 of this qualification students will:

- Carry out measurements and calculations
- Conduct workplace communication
- Construct basic wall frames
- Construct a basic roof frame
- Install basic external cladding
- install basic window and door frames
- Construct basic sub-floor

Your carpentry course will include an introduction to the industry and workplace safety. You will learn from industry professionals how to perform industry calculations, use hand and power carpentry tools and develop your communication skills.

Special Comments: Students will be expected to have their own safety equipment, complete their construction induction card, purchase a text book and have a device.

These units lead to: Certificate level courses, Carpenter, Builder, Cabinet Maker

For further information see: Ms Cameron

22614 VIC CERTIFICATE II IN
BUILDING AND CONSTRUCTION
PRE-APPRENTICESHIP –
CARPENTRY

(PARTIAL COMPLETION)



VET Dance

This is a comprehensive and exciting two-year course which aims to prepare young people for further studies in dance or movement/theatre related courses. Both Geelong High School students and those from a variety of other schools work together in this subject and receive a nationally recognised qualification at completion, as well as the contribution towards their ATAR score.

11DA011 Year One

The first year incorporates a dance class each week with a strong focus on developing students' technique and dance making skills. Units of competencies include:

- Working effectively with others
- Developing basic dance techniques
- Following basic safe dance practices
- Developing a basic level of physical condition for dance performance
- 2 x electives in the following styles: jazz, street, contemporary, ballet, tap, tap, cultural.

- Preparation for performances
- Incorporation of artistic expression into basic dance performances
- Developing and applying creative arts industry knowledge
- Developing audition techniques
- 2 x electives in the following styles: jazz, street, contemporary, ballet, tap, cultural.

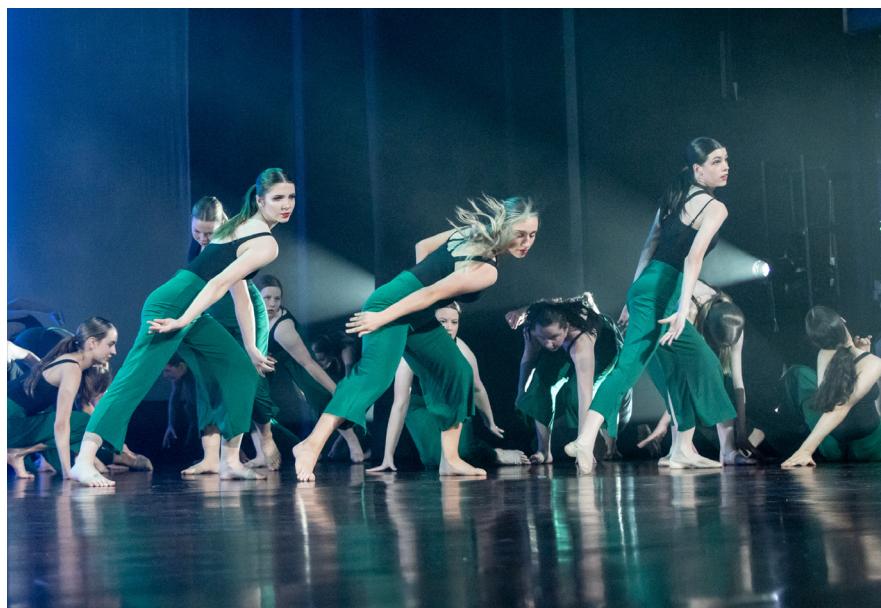
Special Comments: This is a subject for students who have a passion for dance. The student does not have to be the most flexible or trained dancer. However, it helps if you are fit and enthusiastic. Students need to have suitable dance attire.

12DA033 Year Two

Second-year students continue to refine their dance technique in two chosen styles. They create and perform a group ensemble for the Splash Dance Festival, and also learn two solo works by guest choreographers for the end of year performance exam. Units of competencies include:

These units lead to: A tertiary study in the Performing Arts and full-time dance programs, particularly Dance and Theatre.

For further information see: Ms Yee



VCE Media

ME011 Unit 1: (Media Forms, Representations and Australian stories)

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

ME022 Unit 2: (Narrative Across Media Forms)

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

undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

ME033 Unit 3: (Media Narratives and Pre-Production)

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students 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, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They 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, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their 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. They explore and experiment with media technologies to develop skills in their 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.

ME034 Unit 4: (Media Production and Issues in the Media)

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realization. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyze the role of the Australian government in regulating the media.

These units lead to: A useful introduction to courses such as Deakin—Arts (Media or Journalism); Latrobe University—Arts (Media Studies); RMIT—Arts (Media Studies or Journalism); Swinburne—Arts (Media and Communications); VUT—Arts (Multimedia)-Victorian College of the Arts (Film & Television)

For further information, see: Mr Foss

VCE Music

VCE Music

MC011 Unit 1: (Organisation of Music)

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

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

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

MC012 Unit 2: (Effect in Music)

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

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

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

VCE Contemporary Performance

MC063 Unit 3: (Contemporary Performance)

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

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

MC064 Unit 4: (Contemporary Performance)

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Key Skills

- identify treatment of music elements, concepts and the use of compositional devices in a range of contemporary music excerpts
- identify, describe and compare the ways in which performers interpret and manipulate music elements and concepts in performance
- identify aurally, recreate and document diatonic intervals in major scales up to two sharps and flats within a range of an octave
- identify aurally scales and modes including major, aeolian, major pentatonic, minor pentatonic, mixolydian, dorian, phrygian, blues and recreate in up to two sharps or flats
- recreate and notate single melodic line with up to eight missing beats in the given scales and modes in isolation or in context
- identify aurally, recreate and document all triads and 7ths built on Major scale degrees

For further information, see: Ms Long

VCE Theatre Studies

TS011 Unit 1: (Pre-Modern Theatre)

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. pre-modern theatre styles that can be studied during this unit include: Ancient Greek theatre, Medieval theatre, Commedia dell'Arte, Elizabethan theatre, Neo-classical theatre and Naturalism/ Realism. Students focus on at least three of these pre-modern styles as they work collaboratively to interpret scripts for performance in a creative and imaginative way. Students begin to develop their performance analysis skills as they view and analyse how a professional production team interprets a script for a live theatre performance.

TS022 Unit 2: (Modern Theatre)

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, works from the 1920's to present. Modern theatre styles that can be studied during this unit include Epic theatre,

Constructivist theatre, Theatre of the Absurd, Theatre of Cruelty, Feminist theatre, Physical theatre, Verbatim theatre, Musical theatre and Eclectic theatre (a contemporary theatre that incorporates a range of theatrical styles). Students focus on at least three of these modern styles as they develop knowledge and skills about the theatre production process, including dramaturgy, planning, development and final presentation. Students continue to enhance their skills in performance analysis through viewing a professional theatre production in which they analyse and evaluate how the production team have manipulated areas of stagecraft for a dramatic interpretation.

TS033 Unit 3: (Producing Theatre)

In this unit, students develop an interpretation of a playscript through the stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this area

of study to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of the elements of theatre composition, and safe and ethical working practices in the theatre and apply these to their own works. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually on the VCAA website and analyse and evaluate the interpretation of the script in performance.

TS034 Unit 4: (Presenting an Interpretation)

In this unit, students study a scene and associated monologue from the prescribed monologue list published annually on the VCAA website. Initially, students develop an interpretation of the prescribed scene through exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. This work is supported by an analysis of a professional performance that students attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist which is published annually on the VCAA website. Students analyse and evaluate acting, direction and design, and the use of theatre technologies, as appropriate to the production.

These units lead to: A tertiary study in the Performing Arts, particularly Drama and Theatre, Theatre Technologies work, Teaching, Performing Arts Administration Exhibitions, any line of work involving creativity and communication skills.

For further information, see: Ms Kirk



VCE Visual Communication Design

VC011 Unit 1: (Introduction to Visual Communication Design)

In this unit, you will learn about technical drawing, rendering techniques, how to draw from observation and how to develop a design folio. You will apply different drawing techniques, draw in two and three dimensions and investigate design movements.

You will work through the design process, starting with a design brief and finishing with final presentations.

VC022 Unit 2: (Applications of Visual Communication Design)

In this unit, you will use visualisation drawings to develop images, learn how to communicate to specific audiences and learn how professional designers do this successfully. You will investigate typography and how it is used in design. In response to a brief, you will research, generate and develop concepts to create design solutions. All work will be presented in a visual diary.

VC033 Unit 3: (Design Thinking and Practice)

In this unit, you will create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

You will also have to complete two written tasks. The first task requires you to analyse existing examples of design. The second task requires you to study the methods of a professional designer.

VC034 Unit 4: (Design Development and Presentation)

In this unit, you will produce a folio of work based on a topic of your own choice. You will write a design brief indicating the communication need and work through the design process to produce a creative and thorough developmental folio. You will produce two finished pieces of work that satisfy the intended communication need. This may include model making and computer generated imagery.

Special Comments: We recommend that students complete Units 1 & 2 before Units 3 & 4.

These units lead to: Architect, Architectural, Consultant/Designer, Building Conservation, Environmental Architect, Design Engineer or Consultant, Graphic Artist, Desktop Publishing, Advertising, Interior Designer, Fashion Designer.

For further information, see:
Mr Simondson



Learning Area and VCE Subjects

VCE English



VCE English

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

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

Students who choose English Literature in Year 11 must also choose mainstream English.

EN011 English Unit 1

In this unit, students read and respond to texts analytically and creatively. They develop analytical interpretations of texts and develop their versatility as writers. Students craft texts that show an understanding of the interrelationship between form, language, audience, purpose and context in the writing process.

EN012 English Unit 2

In this unit, students analyse arguments presented in persuasive texts and how written and visual language has been used to position audiences. They also use this knowledge to prepare and deliver a speech on a current media issue that is reasoned and supported by evidence. Students also continue to hone their ability to form analytical responses to texts.

EN013 English Unit 3

In this unit, students analyse ideas, concerns and values presented in texts, informed by the vocabulary, text structures and language features and how they make meaning. Students also have the opportunity to demonstrate effective

writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose.

EN014 English Unit 4

On completion of this unit, students analyse explicit and implicit ideas, concerns and values presented in a text, informed by its structures, features and language conventions. Students also analyse the use of argument and language in persuasive texts, both written and audio visual, and develop their own point of view spoken text.

Special Comments: Satisfactory completion of three units is necessary to meet the requirements of VCE. To obtain an ATAR score, Units 3 & 4 (English, English Language or English Literature) and one other unit must be satisfactorily completed.

These units lead to: Satisfactory completion of English is a pre-requisite for many tertiary courses and careers. Most post-secondary courses require a minimum Study Score of 25 in English.

For further information, see: Ms Knowles



VCE Literature

LI011 English Literature Unit 1

Area of Study 1: Reading Practices

In this area of study, 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. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Area of Study 2: Literary Movements and Genres

In this area of study, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

LI012 English Literature Unit 2

Area of Study 1: Voices of Country

In this area of study, 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. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Area of Study 2: The Text in its Context

In this area of study, 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. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed

in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

LI013 English Literature Unit 3

(Form and Transformation)

Area of Study 1: Adaptations and Transformations

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

VCE Literature

Area of Study 2: Developing Interpretations

In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

LI014 English Literature Unit 4 (Interpreting Texts)

Area of Study 1: Creative Responses to Texts

In this area of study, 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. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of

the tone and the style of the original text, students develop an understanding of the views and values explored. Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Area of Study 2: Close Analysis of Texts

In this area of study, 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. Students consider literary forms, features and

language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Special Comments: Satisfactory completion of three units is necessary to meet the requirements of VCE. To obtain an ATAR score, Units 3 & 4 (English, English Language or English Literature) and one other unit must be satisfactorily completed. Students who wish to complete Literature must complete English as well.

These units lead to: Any career which involves reading, writing and dealing with people such as Journalism, Law, Media, Politics, Teaching.

For further information see: Ms Knowles



Learning Area and VCE Subjects

VCE Health & Physical Education



VCE Health & Human Development

HH011 Unit 1: (Understanding health and wellbeing)

This unit explores health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students will investigate the World Health Organization (WHO) definition and the fundamental conditions required for health, in turn providing a lens of social justice to explore health inequities. In this unit students identify perspectives relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. Students will look at the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

HH022 Unit 2: (Managing health and development)

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students

look at changes and expectations that are part of the progression from youth to adulthood. Students explore health literacy through enquiring into the Australian healthcare system from the perspective of youth and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

HH033 Unit 3: (Australia's Health in a Globalised World)

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations, and contexts. Students begin to explore health and well-being as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and well-being 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 a 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.

HH034 Unit 4: (Health and Human Development in a Global Context)

This unit examines health and well-being, 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 the 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 well-being 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.

Special Comments: A variety of learning approaches is used throughout Units 1 - 4 including discussion groups,

community investigation, surveys and observations, the internet, guest speakers, videos, DVDs and CDs, multimedia and class work involving the use of textbook and media articles.

These units lead to: Community worker, social and welfare studies, health promotion officer, police officer, nursing, human movement, sports coach, fitness instructor, child care, youth worker, occupational therapy, health sciences, physiotherapy, family counsellor.

For further information see: Ms Graham



VCE Outdoor Environmental Studies

OS011 Unit 1: (Connections with outdoor environments)

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, such as a coastal camp and a bushwalk camp, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

OS022 Unit 2: (Discovering Outdoor Environments)

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining several case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. This concept is explored during a three-day snow camp. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

OS033 Unit 3: (Relationships with Outdoor Environments)

The focus of Unit 3 is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

OS034 Unit 4: (Sustainable Outdoor Relationships)

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care

for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3

Special Comments: Outdoor and Environmental studies is a study of the way humans interact with and relate to natural environments. Active outdoor pursuits provide the means for students to develop experiential knowledge of natural environments.

Excursions: These units will have a range of outdoor activities such as Bushwalking Camps, Rock Climbing, Mountain Biking, Canoeing, Surfing, Snorkelling and Skiing or Snow Boarding.

These units lead to: Careers in outdoor education, physical education, forest management, Department of conservation and natural resources.

For further information, see: Mr Gemmill

VCE Physical Education

PE011 Unit 1: (The Human Body 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 body systems and physical activity, sport and exercise and how the system adapt and adjust to the demands of the activity.

PE022 Unit 2: (Physical Activity, Sport and Society)

This unit develops a student's understanding of physical activity, sport and society from a participating perspective. Students are introduced to different types of physical activity and the role participation plays in physical activity and sedentary behaviour, in regard to their own health and well-being (as well as in other people's lives). Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

PE033 Unit 3: (Physiological and Participatory Perspectives of Physical Activity)

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement and how the body produces energy for exercise. Students will be involved in a variety of practical laboratories, which are designed to investigate how a skill is learnt, practiced, and classified as well as how to successfully apply biomechanical principles to improve and refine sporting performance. Students also investigate the relative contribution and interplay of the three energy systems during sporting

activities. The causes of fatigue during exercise are explored, as well as the most appropriate and effective methods of recovery.

During Unit 3 students will be involved in excursions to Deakin University Exercise and Sports Science facilities.

PE034 Unit 4: (Enhancing Physical Performance)

In this Unit students analyse performance from a physiological and psychological perspective. They study fitness components and complete relevant fitness tests for each. Students will complete an activity analysis aimed at determining the physiological requirements of an activity, before designing and critiquing a training program. Practically, students will participate in a variety of training methods designed to improve or maintain fitness and study the training adaptations an individual would

expect to see as a result of such training. Physiological, nutritional and psychological strategies athletes use to prepare and recover from physical activities and sports are also investigated.

Special Comments: Physical Education is approximately 70% theory and 30% practical.

These units lead to: Careers in physical education include sports administration, fitness leadership, TAFE Certificate II in Sport and Recreation.

For further information, see:
Mr Meadows, Mr Batters and Ms Cameron



Learning Area and VCE Subjects

VCE Humanities



VCE Business Management

BM011 Unit 1: (Planning a Business)

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.

BM022 Unit 2: (Establishing a Business)

This unit focuses on the establishment phase of a business's life. 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.

BM033 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.

BM034 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 the theory.

Special Comments: Year 12 students will visit one or two local businesses. Students will benefit from maintaining an awareness of current business issues. Students who work part-time will be able to link the content to their work experiences.

These units lead to: Business, Arts, Commerce, Education, TAFE courses including Traineeships, Employment in retailing, Local Government, Commercial Banking, Marketing, Hospitality, and Small Business.

For further information, see: Ms Yee



VCE History

HI031 Unit 1: (Twentieth Century History 1918 - 1939)

This unit focuses on significant changes that occurred in selected areas of the world in the first half of the 20th Century. It considers the effects of the changes in people's lifestyles, and also their responses to the changes. Areas of study include a focus on ideology and conflict and social and cultural change. Students will:

- develop an understanding of change, continuity and the causes and effects of change
- acquire knowledge of key events, and circumstances in the first half of the 20th century
- develop skill in analysing historical data
- develop an appreciation of different views of the past

HI042 Unit 2: (Twentieth Century History 1945 - 2000)

This unit is based on an examination of the increasing interplay between domestic and regional events and international developments. It includes the study of major themes of post-WWII history such as competing ideologies during the Cold War era and how existing political and social orders were challenged by movements and individuals.

HI133 Unit 3: (American Revolution: 1754 - 1789) and

HI134 Unit 4: (Russian Revolution: 1896 - 1927)

These units focus on causes and consequences of revolutions and the processes that took place to break traditional regimes and continuities and changes in social, political and economic life.

The two revolutions studied are the American Revolution (1754 - 1789) and the Russian Revolution (1896 - 1927).

Students will learn about the ideas, movements, leaders and events which led to revolution and how the new society met challenges in consolidating power. Students will also examine the compromises that were made to the revolutionary ideals in establishing the new regime and the experiences of different social groups in America and Russia.

Special Comments: Students will learn about similarities between past and present global conflicts.

These units lead to: A tertiary study in the Humanities or Education.

For further information, see: Mr Brentnall or Ms O'Keefe



VCE Legal Studies

LS011 Unit 1: (Guilt and Liability)

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused and the liability of a party in a civil dispute.

LS022 Unit 2: (Sanctions, Remedies and Rights)

Criminal law 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, 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.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another

country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

LS033 Unit 3: (Rights and 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 are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

LS034 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 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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

These units lead to: Tertiary studies in Commerce and Law, Police Studies.

For further information, see:
Mr Ayerbe

Learning Area and VCE Subjects

VCE Languages



VCE Japanese

LO461 Unit 1

In this unit, students' study three different themes and complete three assessment tasks. The unit comprises an oral task such as an informal conversation or oral presentation, a written task such as a letter or article, a reading comprehension task and a listening comprehension. Grammatical structures from previous years will be revised and emphasis placed on gaining a firm grasp of simple, but sound, sentence structures.

LO462 Unit 2

This unit builds on the students' ability to produce more personal and creative Japanese. More complex sentence structures and points of word order are covered, and a wider vocabulary expected. At least three different topics are studied, and students are expected to complete three assessment tasks: one oral, such as a role-play or interview, one written piece, such as a personal account or short-story, a listening comprehension and a reading comprehension.

LO463 Unit 3

This unit aims to increase the fluency in spoken language and authenticity in written expression. Students are expected to develop their capacity for writing more persuasive, evaluative and informative texts. Three tasks must be completed: a 500-ji personal or imaginative written piece; a response to specific questions, messages or instructions, extracting and using information requested; and a three- to four-minute role-play, focusing on the resolution of an issue.

LO464 Unit 4

Much emphasis is placed on oral communication in this unit. Preparation for the oral and written examinations is the main focus at this stage of the course. Highly complex sentence structures are expected in students' writing, and a wide vocabulary is expected at this level in speaking and writing. Three tasks need to be completed: a response to specific questions, messages or instructions,

extracting and using information requested; a 600-ji informative, persuasive or evaluative written response (for example, report, comparison or review); and a three- to four-minute interview on an issue related to texts studied.

Special Comments: Year 10 Japanese is required. Many opportunities exist to go on exchange or scholarship to Japan. Various linguistic and cultural activities are offered during the course.

These units lead to: Employment in interpreting, business, trade, tourism, banking, technology and education.

For further information, see: Mr Rankin.



Learning Area and VCE Subjects

VCE Mathematics



VCE Foundation Mathematics

Foundation Mathematics Units 1 & 2 is a VCE mathematical subject designed for students who wish to develop their numeracy within real contexts for a range of workplaces, their personal finances, and community settings. These students have completed Year 10 Core Maths or Year 10 Foundation Maths. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and study.

MA101 Unit 1 MA102 Unit 2

The areas of study for Units 1 & 2 of Foundation Mathematics are:

Algebra, Number and Structure: In this area of study, students explore fractions, decimals and percentages in real-world contexts. They refine their skills in estimation and approximation, and apply rates, ratios and percentages to solve problems.

Data Analysis, Probability and Statistics: In this area of study, students collect data and make data representations with diagrams, graphs, charts and tables. They investigate statistics in the media and make accurate interpretations to communicate their findings.

Financial and Consumer Mathematics: In this area of study, students apply numerical skills and processes in relation to the understanding of personal, local and national financial matters.

Space and Measurement: In this area of study, students explore the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts. They also develop their skills in the understanding of time, timetables and schedules.

MA103 Unit 3 MA104 Unit 4

The areas of study for Units 3 & 4 of Foundation Mathematics are:

Algebra, Number and Structure: In this area of study, students explore the representation of formal mathematical expressions and processes to solve practical problems in community, business and industry contexts.

Data Analysis, Probability and Statistics: In this area of study, students critically reflect on statistical data and the implications of this data in business and the media. They explore chance involved in gambling.

Financial and Consumer Mathematics: In this area of study, students apply known formula to personal, local, national and global finance. This includes the exploration of mortgage loans vs rentals, investments, credit cards, taxation systems, GST and BAS statements for business and financial risk.

Space and Measurement: In this area of study, students explore the use of the metric system in various contexts, such as geometric constructions, enlarging and reducing using scaling techniques, measurement of compound shapes (including perimeter, area, surface area and volume) and the calibration and error in measurement.

Special Comments: These mathematics units are designed for students who seek to improve their numeracy skills. Students who are completing the Vocational Major will be required to successfully complete at least two units of VCE Foundation Maths or VCE General Maths.

VCE Foundation Maths 1&2 or VCE General Maths 1&2 are a prerequisite for VCE Foundation Maths units 3&4.

These units lead to: Improved personal and workplace numeracy skills. Some TAFE courses and apprenticeships. Some University courses accept VCE Foundation maths as a prerequisite.

For further information, see: Mrs Pacitto

VCE General Mathematics

General Math Units 1 & 2 are a prerequisite for General Maths Unit 3 & 4 or Foundation Maths Unit 3 & 4. General Maths Unit 1&2 may also be a prerequisite for some VET programs or apprenticeships. A CAS calculator is essential for outcomes in this subject.

MA071 Unit 1

MA072 Unit 2

General Maths Unit 1 & 2 prepares students for General Maths Unit 3 & 4 in Year 12

Algebra and structure: In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

Arithmetic and number: In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, the order of magnitude and accuracy.

Discrete mathematics: In this area of study students cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

Geometry, measurement and trigonometry

Geometry, measurement and trigonometry: In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

Graphs of linear and nonlinear relations

Graphs of linear and nonlinear relations: In this area study students cover continuous models involving linear and nonlinear relations and their graphs, linear inequalities and programming, and variation.

Statistics: In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation and investigating relationships between two numerical variables, including an introduction to correlation.

MA073 Unit 3

MA074 Unit 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics. These units involve the study of:

Data analysis, Probability and Statistics

Statistics: In this area of study, students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction

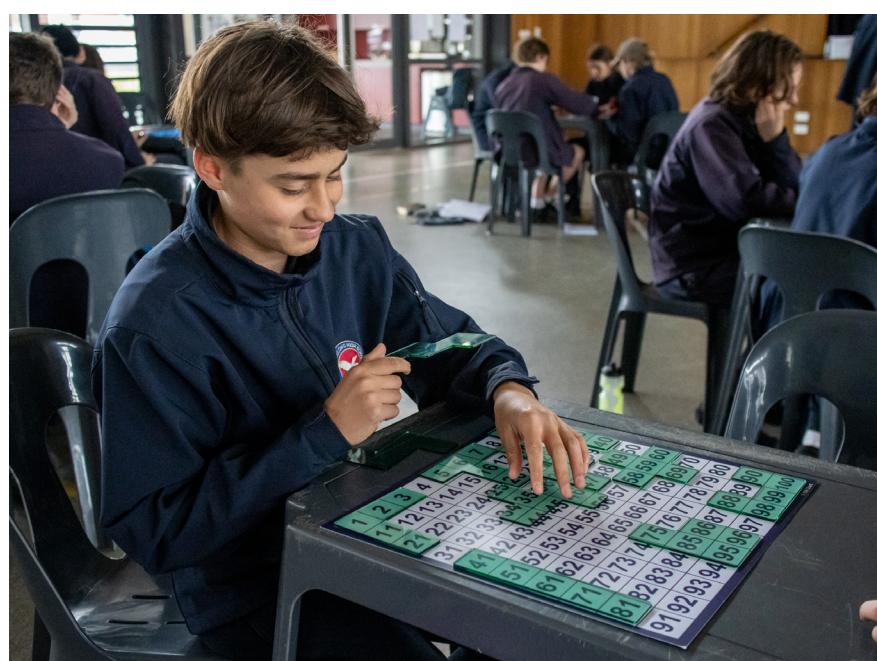
Discrete Mathematics: In this area of study, students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Special Comments: General Math Units 1 & 2 are a prerequisite for General Maths Unit 3 & 4. General Maths Unit 1 & 2 may also be a prerequisite for some VET programs or apprenticeships.

A CAS calculator is essential for outcomes in this subject.

These units lead to: University courses which require General Maths as a prerequisite.

For further information, see: Mrs Pacitto



VCE Mathematical Methods

Mathematical Methods should be chosen by students who have a high level of maths ability.

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.

MA111 Unit 1

This unit involves the studies of:

Functions & Graphs: In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), codomain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

Algebra: In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane

Calculus (Rates of change): In this area of study students cover constant and average rates of change and an introduction to the instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Probability and Statistics: In this area of study students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

MA112 Unit 2

This unit involves the studies of:

Functions and Graphs: In this area of study students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), codomain and range, asymptotic behaviour, periodicity and symmetry.

Algebra: In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane

Calculus: In this area of study students cover the first principles approach to differentiation, differentiation and antiderivatives of polynomial functions and power functions by rule, and related applications including the analysis of graphs

Probability and statistics: In this area of study students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

MA113 Unit 3

MA114 Unit 4

This unit involves the studies of:

Functions and graphs: In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), codomain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.



VCE Mathematical Methods

Calculus: In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, antiderivatives and integration of these functions. This material is to be linked to applications in practical situations.

Algebra: In this area of study students cover the algebra of functions, including the composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches to problems involving equations where exact value solutions are not required or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Probability and statistics: In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Special Comments: Maths Methods 1 & 2 are required for any student wishing to study Maths Methods and/or Specialist Maths Units 3 & 4. This is a study of mathematics for students with a solid understanding of algebra and well-developed skills.

These units lead to: Science, Engineering.

For further information, see: Mrs Pacitto or Mr Kilfoyle



Learning Area and VCE Subjects

VCE Science



VCE Biology

BI011 Unit 1: (How do organisms regulate their functions?)

In this unit, students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues. Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment.

BI022 Unit 2: (How does inheritance impact on diversity?)

In this unit, students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander

knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

BI033 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.

BI034 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 palaeontology, 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.

Special Comments: Undertake this course if you are interested in how living things work: the natural environment, interactions between living things, how our body systems work, cells, the molecules of life, disease, heredity, genetic engineering, and how organisms evolved.

These units lead to: Medical and allied health care, food technology, sport, conservation, research science.

For further information, see: Mrs Hall



VCE Chemistry

CH011 Unit 1: (How can the diversity of materials be explained?)

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. Students undertake a research investigation into the sustainable production or use of a selected material.

CH022 Unit 2: (How do chemical reactions shape the natural world?)

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. Students undertake an investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

CH033 Unit 3: (How are carbon-based compounds designed for purpose?)

Students compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society. They experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

CH034 Unit 4: (How are carbon-based compounds designed for purpose?)

Students analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society. They should be able to apply qualitative and quantitative tests

to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Students also design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

In this context, the role of enzymes and coenzymes in facilitating chemical reactions is explored.

Special Comments: Units 1 & 2 are strongly recommended for Units 3 & 4. A strong background in Mathematics is also needed.

These units lead to: Sciences, engineering, health, and nursing.

For further information, see: Ms Killen



VCE Physics

PH011 Unit 1: (How is energy useful to society?)

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

PH022 Unit 2: (How does physics help us to understand the world?)

In this unit, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

Students then go on to develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

PH033 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.

PH034 Unit 4: (How Can Two Contradictory Models Explain Both Light and Matter?)

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.

Special Comments: Students should have good maths skills and problem-solving abilities.

These units lead to: Physics, Medicine, Human Movement, Architecture, Engineering, Electronics, Robotics, Earth Science, Aviation.

For further information, see:
Mr Brown



VCE Psychology

PY011 Unit 1: (How are Behaviour and Mental Processes Shaped?)

In this unit students explore the following key questions: What influences psychological development? How are mental processes and behaviour influenced by the brain? How does contemporary psychology conduct and validate psychological research? Assessment of the unit involves a variety of tasks such as analysis of case studies, data analysis, the keeping of an annotated logbook and responses to a psychological issue or ethical dilemma.

PY022 Unit 2: (How Do External Factors Influence Behaviour and Mental Processes?)

In Unit 2, students investigate the following:
How are people influenced to behave in certain ways? What influences a person's perception of the world? How do scientific investigations develop understanding of influences on perception and behaviour? Students will complete a variety of assessment tasks, including analysis and evaluation of an experiment or case study, a data analysis of generated primary and/

or collated secondary data, an annotated logbook and problem-solving activities.

PY033 Unit 3: (How Does Experience Affect Behaviour and Mental Processes?)

PY033 Unit 3: (How does experience affect behaviour and mental processes?) In this unit, students explore how the human nervous system functions and how biological, psychological, and social factors influence learning, memory, and stress. They examine classical and contemporary research, including emerging insights into the gut-brain connection and models of learning and memory. Students also investigate memory enhancement techniques, such as mnemonics, including the use of place as a memory tool by Aboriginal and Torres Strait Islander peoples. Assessment for this unit will include two class-based tasks and the end-of-year examination.

PY034 Unit 4: (How is Mental Well-being Developed and Maintained?)

In this unit, students investigate the biological mechanisms regulating sleep and how REM and NREM sleep change

across the lifespan. They examine how disruptions to sleep-wake cycles and poor sleep hygiene affect psychological functioning and mental wellbeing.

Students explore definitions and models of mental wellbeing, including the biopsychosocial framework and the SEWB model, with attention to cultural factors affecting Aboriginal and Torres Strait Islander peoples. Assessment for this unit will include two class-based tasks, a student-designed scientific investigation on mental processes and wellbeing, and the end-of-year examination.

Special Comments: Good reading and writing skills are an advantage. The use of some mathematics (in particular statistics) is involved in this subject.

These units lead to: Nursing, teaching, childcare, police work, advertising, social work and other careers involving working with people.

For further information see: Ms Garcia,
Mr Kilfoyle & Ms Russell



Learning Area and VCE Subjects

VCE Technology



VCE Computing (Software Development)

IT011 Unit 1: (Applied Computing)

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualizations, and the use of programming languages to develop working software solutions. As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students also select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

IT012 Unit 2: (Applied Computing)

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

IT033 Unit 3: (Software Development)

In this unit students apply the problem-solving methodology to develop working software modules using a

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

IT034 Unit 4: (Software Development)

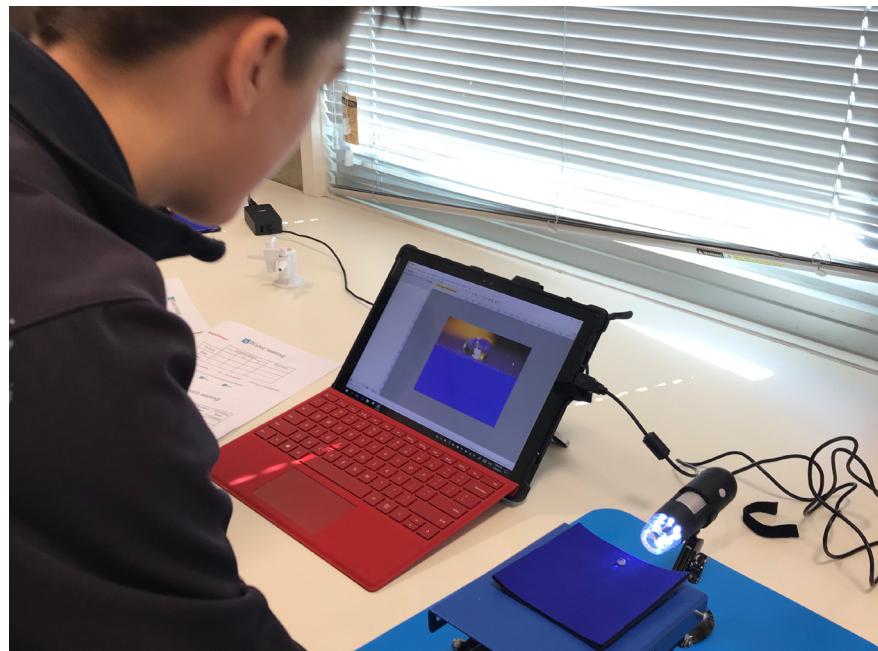
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and

data during the software development process, as well as throughout the use of the software solution by an organisation. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, into a software solution and evaluate the solution, chosen development model and project plan. This forms the second part of the School-assessed Task (SAT). Students also 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.

Special Comments: Units 1 & 2 are advantageous, but not essential, for Units 3 & 4.

These units lead to: Information Technology is found in the majority of VCE program outlines and leads to most tertiary and career paths.

For further information, see: Mr O'Meara



VCE Food Studies

FY011 Unit 1: (Food Origins)

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world.

In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

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

Students consider the influence of innovations, technologies, and globalisation on food patterns.

Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

FY022 Unit 2: (Food Makers)

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

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial



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

FY033 Unit 3: (Food in Daily Life)

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional

rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs

VCE Food Studies

through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

FY034 Unit 4: (Food Issues, Challenges and Futures)

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations

of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

These units lead to: The hospitality industry, hotel management and TAFE courses in hospitality and catering, food styling, food technology, dietetics, childcare, health promotions.

For further information, see: Ms Talbot



VET Music Industry – Sound Production

Music Industry (Sound Production - CUA30920 Certificate III in Music) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

11MI011 First Year

In the first year, Music Industry Sound Production classes focus on introducing students to practical experience in using a range of studio and live equipment as well as preparing them for work in the professional music industry. Units completed include:

- Develop basic audio skills and knowledge
- Perform basic sound editing
- Apply knowledge of style and genre to music industry practice
- Work effectively in the music industry
- Implement copyright arrangements
- Plan a Career in the Creative Arts Industry

11MI033 Second Year

In second year, Music Industry Sound Production students continue to focus on studio-based recording and the presentation of live music. Students work in the studio to record and prepare a demo recording of a group and also work to arrange and present a live concert, focussing on the management and technical aspects of sound reinforcement. Students work on an independent level to consolidate their practical skills as well as developing important life skills such as teamwork, professional relationships and time management. Units completed include:

- Operate sound reinforcement systems
- Mix music in a studio environment
- Record and mix a basic music demo
- Manage audio input sources
- Install and disassemble audio equipment

These units lead to: Certificate IV in Music Industry, Diploma of Music Industry, Advanced Diploma of Music Industry

For further information, see: Mr Crowe



VCE Product Design & Technology - Wood

DT011 Unit 1: (Sustainable Product Redevelopment)

This unit focuses on the analysis, modification and improvement of a product design with consideration of Sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with developing existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

DT022 Unit 2: (Collaborative Design)

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within

a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

DT033 Unit 3: (Applying the Product Design Process)

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design

problem and describing the needs and requirements in the form of constraints or considerations.

DT034 Unit 4: (Product Development and Evaluation)

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

Special Comments: Students will use a variety of equipment and materials to complete their production requirement.

These units lead to: University Design Courses, Apprenticeships, TAFE courses.

For further information, see: Mr Gilmour

VCE Vocational Major

From 2024, Victorian schools no longer offer the Victorian Certificate of Applied Learning (VCAL) but instead offer the Vocational Major as part of the VCE Certificate. Many of the characteristics of the VCAL programme that made it so successful at Geelong High School will continue to be a part of the new model, with some improved access to pathways and vocational support.

Geelong High School will offer Unit 1 and 2 Vocational Major in Year 11, and Unit 3 and 4 Vocational Major in Year 12, in 2026. Students who should consider obtaining their VCE Vocational Major are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or are better placed to enter employment after completing school.

Satisfactory Completion of VCE Vocational Major

To attain their VCE Vocational Major Certificate, students must satisfactorily complete at least 16 units. These satisfactory units must include:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include VET and other VCE studies where the timetable allows and can

receive structured workplace learning recognition.

Most students will undertake between 16–20 units over the two years.

WR031 VCE VM Work Related Skills – Units 1&2

VW073 VCE VM Work Related Skills - Units 3&4

This study enables students at GHS to develop the following areas based on their interests, skills, knowledge, talents and employability development.

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

This study is made up of four units.

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

PD031 VCE VM Personal Development Skills - Units 1&2

VP063 VCE VM Personal Development Skills - Units 3&4

This study enables students at Geelong High School to:

- develop a sense of identity and self-worth.
- understand and apply concepts that support individual health and wellbeing.
- access, critique, synthesise and communicate reliable information.
- explain the role of community and the importance of social connectedness.
- practise the rights and responsibilities of belonging to a community.
- recognise and describe the attributes of effective leaders and teams.
- set and work towards the achievement of goals.
- work independently and as part of a team to understand and respond to community need.
- evaluate and respond to issues that have an impact on society.
- develop capacities to participate in society as active, engaged and informed citizens.

This study is made up of four units.

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

VCE Vocational Major

Skills/ Training/ Experience students may complete include:

- Cafe and Barista Certificate
- Food Handling Certificate
- Complete work experience in a field of interest.
- Complete VET certificate in field of interest.
- Level 2 First Aid
- Complete workshops teaching primary and /or special needs children.
- Students can set up a small business/ enterprise.
- Experience local guest speakers in business
- Work on a local environmental project
- Complete outdoor activities that complement our environmental projects including VM Life Skills camp.
- Work with a local group in need or assist with a charity event.
- Complete fitness, health and wellbeing sessions
- Students will set up a major project for the year. The will plan, prepare, fund raise, bookings, applications, conduct event, costing, safety, roles/ responsibilities, catering and then evaluate the program/project.

Example: Run a local Nippers carnival with local primary schools

LT031 VCE VM Literacy - Units 1&2

VL033 VCE VM Literacy - Units 3&4

This study enables students at Geelong High School to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.

- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.
- discuss and debate the ways in which values of workplace, community and person are represented in different texts.
- present ideas in a thoughtful and reasoned manner.

At Geelong High School all Literacy will be integrated in a way that supports the students to explore their interests, passions and future ambitions that will prepare them for life after school.

NUM032 VCE VM Numeracy - Units 1&2

NUM033 VCE VM Numeracy - Units 3&4

Students starting the Vocational Major in 2026 will need to complete either two units of VCE VM Numeracy, VCE Foundation Maths or two units of VCE General Mathematics. More information for numeracy in VM can be found in the subject sections for VCE above.

VCE VM Numeracy covers 6 main contexts across the two years: personal, civic, financial, health, vocational and recreational.

VCE VET/SBAT

VCE Vocational Major students must also ensure that their program contains a VET or SBAT.

Special Comments: Students must have a laptop/iPad for all class work to be completed from the start of Smart Start.

VCE VM Application Process

- Term 2 Week 8 - Online Applications presented to Year 10
- Term 2 Week 10/11 - Applications are due
- Term 3 Week 3-5 - Course Counselling including VET Applications completed

For further information, see: Ms Buckland or Ms Guthrie

SBAT - School Based Apprenticeships & Traineeships

Geelong High School offers School Based Traineeships to the most appropriate and suitable applicants. A part-time School-based Traineeships is usually completed over one to two years by secondary students. Students are required to complete a minimum of 13 hours of paid work and training per week averaged over the duration of the SBAT contract. A student can commence a SBAT as early as Year 10.

However, in order to be signed up as a SBAT, the student will be expected to undertake VCE or VM program studies in the subsequent school year/s while completing their SBAT. Up to one school day per week may be allocated to complete the majority of these hours. The balance of these hours is undertaken after school and/or on the weekends. These hours can be undertaken during school holidays.

Whilst 'on the job', students are also required to complete training modules that are delivered by contracted Registered Training Organisation (RTO). There is an ever-growing list of available SBATs. Some examples include:

- Education Support
- Child Care
- Horticulture
- Screen & Media
- Allied Health
- Hospitality
- Community Services
- Health Services
- Baking

These are usually Certificate III qualifications that should be considered as the credit equivalent of studying a Unit 1/2 or Unit 3/4 subject. They may also attain an ATAR score bonus upon completion of these qualifications.

The completion of a SBAT may also provide the student with a better chance of gaining a full-time apprenticeship/traineeship, as the acquisition of transferable, work ready skills, are looked upon favourably by many potential employers.

VCE - Year 11 & 12 GHS Curriculum Contributions

Curriculum Contributions: You are invited to make a contribution for the full amount or a portion of this amount covering any of the following items. Please note that all costs are subject to change from the time of publishing this document.

Positive Education Program: Curriculum learning items for the Positive Education Program delivered in Home Group. An additional amount may be charged if students are required to attend an incursion/excursion.	\$40
VCE Electives: This comprises of all essential resources and materials necessary to help students meet their learning outcomes in the Arts (Dance, Drama, Music), Maths and Sciences. This amount is based on six electives per year.	\$300
This amount does not cover the electives listed below.	
VCE Art Making and Exhibition	\$180
VCE Food Studies	\$290
VCE Japanese: Language Perfect Annual Online Subscription	\$40
VCE Product Design & Technology Wood	\$180
VCE Theatre Studies: Resources and Excursions	\$200
VCE Visual Communications & Design	\$100
VET Off Campus Contribution: Students studying a VET course not at Geelong High School	\$250
VET Dance 1st & 2nd Year	\$250
VET Music Industry Sound Production 1st & 2nd Year	\$250
VET Building and Construction	\$350

Contributions are subject to change

VCE - Year 11 & 12 GHS Curriculum Contributions

Extra-Curricular Items and Activities: Including items Students Own and User Pay Items.

Student ID Card: The Student ID Card enables students to access the COMPASS Kiosk for late arrival/early departure passes, top-up printing credit and to check their timetable and includes a \$10.00 printing credit. (Replacement cost is \$10.00 for the ID Card only)	\$10
Student Study Planner: It is strongly encouraged that students utilize the planner to enhance their learning ability.	\$15
Combination Lock: Only select if you require a new lock. The lock is retained from Year 7.	\$20
School Yearbook: The Geelong High School Annual Student Yearbook (Flotsam) is a written and photographic Record of the school year, produced for the students. The 2026 Student Yearbook will be distributed early 2027.	\$35

Other Contributions – Voluntary: (These are suggested amounts; any contribution is welcome)

Building Fund (Tax Deductible): Supports Building Improvements (Tax Deductible Contribution). We have suggested an amount \$50.00 or units of \$10.00 however, any contribution is welcome.	\$100
Community Support Fund: This fund is to assist Geelong High School families in crisis situations with food and essential items. We have suggested an amount of \$35.00 or units of \$5.00 however, any contribution is welcome.	\$50
HAPE Equipment Replacement Contribution: Supports the ongoing replacement of necessary sporting equipment provided to all students. Your contribution is welcome.	\$10

Contributions are subject to change



Discover GHS Extracurricular Activities

Get involved and challenge yourself beyond the classroom by getting involved in our wide range of extracurricular activities. Here are some of the opportunities on offer:

School Production

Be a part of our spectacular annual school production, which features over 70 students showcasing their talents in acting, singing, and dancing.

Music Lessons

Join our vibrant music department, where you can take lessons in various instruments and become part of our many ensembles, and bands.

Dance

Join in for some fun lunchtime dance classes, House dance competitions, and showcase your moves in the annual Dance Concert.

Sports

Both competitive and recreational Soccer, Hockey, Basketball, Netball, Athletics, Swimming, Surfing, Cross Country, AFL and Lawn Bowls form part of a wide array of sports activities to get involved in.

Participate in teams, develop your skills,

and compete in inter-school and state competitions.

Model United Nations (UN)

Engage in global issues and develop your public speaking and negotiation skills in our Model UN Program. Represent different countries and debate real-world problems in a simulated UN environment.

Debating

Join our debating team to enhance your critical thinking and persuasive speaking abilities. Compete in local and regional debates and learn the art of argumentation.

Student Leadership

Join the SRC to have your voice heard, take on one of the many leadership positions or apply for the School of Student Leadership (Alpine Campus).

Girls Forum

Have your voice heard and make a difference in the Be Bold Be Heard Girls Forum. See Ms Garcia for details.

Other opportunities to connect and excel include

Adventure Camps, a wide range of incursions and excursions, weekly activities in the library, House Competitions that range from sports, to quizzes to fundraising like the Push Up Challenge, Building Project Group at Year 9, a wide range of Maths Competitions, The SLAY Group, The Anime Club, The Indigenous Cultural Group, The Plain Speaking Award, our Personal Training Program, the Surf to Success Program, the Boldly Me Program and many more.

Appendix

All these forms are available on your Compass Account, under School Resources.
Click on the link below for further information.

Further VCE Information

[DESIGNING MY SENIOR SCHOOL STUDIES.pdf](#)

[THIS IS HOW VET IS DIFFERENT.pdf](#)

[VCE-VET PROGRAM CHART.pdf](#)

[WHAT CAN I GET FROM MY VET.pdf](#)

[YEAR 10 STUDY OPTIONS VCE.pdf](#)

[YEAR 9 ACCELERATED VCE APPLICATION FORM.pdf](#)

Application Forms For VET And SBAT

[VET APPLICATION FORM 2026.pdf](#)

[SBAT APPLICATION 2026.pdf](#)

Home Group Course Counselling Forms

[YEAR 8 HOME GROUP COURSE COUNSELLING.pdf](#)

[YEAR 9 HOME GROUP COURSE COUNSELLING.pdf](#)

[YEAR 10 HOME GROUP COURSE COUNSELLING.pdf](#)



Master List of Senior Years Units Offered in 2026

The final program is based on student choice and within constraints of specialist rooms and teacher availability. It should be noted that some subjects may not be included in the final program if there aren't enough students choosing them. Click through to the VCAA Study Design for a complete outline of the content and assessment of each unit 2026 offered.

LINK TO VCAA STUDY DESIGN -

[Click Here to view the Study Designs](#)



Notes



GEELONG HIGH SCHOOL

Prepares us for Life.

- 📍 385 Ryrie Street, East Geelong, Victoria 3219
- 📞 (03) 5225 4100
- ✉️ geelong.hs@education.vic.gov.au
- 👉 geelonghigh.vic.edu.au